**Foundations of Measurement**

 EDF 6432

Project 1

Objective Test

Shannon Holden

October 6, 2017



Shannon Holden

1. **Description of topics and students**

This test is designed for second grade students to receive after completing a four-week science unit on habitats and the animals that live in these different environments. This is the first time these students have ever discussed the topic of habitats. This test will show the teacher where the students are at the end of the unit.

The purpose of this test is an objective, criterion-referenced, teacher-made, formative assessment to evaluate the gains of the students and possibly adapt the design of the instruction to better enhance the higher level of thinking. A formative assessment helps teacher to become aware of where their students are struggling. This information can lead a teacher to decide on extending the lesson a few more weeks with a new focus, or wrapping up the lesson because the students are retaining the new facts.

1. **Test blueprint**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Knowledge** | **Comprehension** | **Application** | **Total** | **Percentage** |
| **1. The student will identify a habitat.** | 1 |  |  | 1 | 5% |
| a. by location and characteristics | 6 |  |  | 6 | 35% |
| b. identify where animals lives | 5 |  |  | 5 | 20% |
| **2. The student will complete the sentences about habitats** |  | 1 |  | 1 | 5% |
| a. about animal location |  | 4 |  | 4 | 20% |
| **3. The students will differentiate between habitats in a written statement** |  |  | 1 | 1 | 15% |
| **Total** | 13 | 5 | 1 | 18 |  |
| **Percentage** | 60% | 25% | 15% |  | 100% |

1. **Draft Objective Test**

**Unit 1 Habitats Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Science**

 **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Multiple Choice: Read each question and write the correct answer on the line next to the question.**

\_\_\_\_\_ 1. The definition of a habitat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. the environment where an animal lives.
2. a place where you buy food
3. how an animal hides from prey
4. an animal that eats meat and plants

\_\_\_\_\_\_ 2. Which habitat does a polar bear live in?

1. Arctic
2. Grassland
3. Forest
4. Desert

\_\_\_\_\_\_ 3. Which habitat does a camel live in?

1. Arctic
2. Desert
3. Grassland
4. Forest

\_\_\_\_\_\_ 4. Which habitat would you find a toucan in?

1. Desert
2. Grassland
3. Rainforest
4. Wetlands

\_\_\_\_\_\_ 5. What animal lives in the ocean?

1. Blue jay
2. Clown fish
3. Polar bear
4. Squirrel

**True or False**

\_\_\_\_ 6. The North Pole is an arctic habitat.

a) true

b) false

\_\_\_\_ 7. The rainforests are **NOT** found on Asia.

a) true

b) false

\_\_\_\_\_ 8. Temperatures in the desert can range between 25°F and 100°F.

 a) true

 b) false

\_\_\_\_\_ 9. The Amazon rainforest is located in South America.

 a) true

 b) false

\_\_\_\_\_ 10. Chesapeake Bay wetlands are a major nesting area for the bald eagle.

 a) true

 b) false

\_\_\_\_\_ 11. Most deserts only get 2 inches of rain a year.

 a) true

 b) false

\_\_\_\_\_ 12. There are only fresh water swamps.

 a) true

 b) false

**Fill in the blank: Write the correct answer on the line provided.**

13. The Earth’s surface is 70% covered with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

14. A beaver lives in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ habitat.

15. Sea turtles have lived on Earth for the last 100 \_\_\_\_\_\_\_\_\_\_\_ years.

16. The poison dart frog live in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ habitat.

17. An animal that lives in the arctic and looks like a whale and a unicorn is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

18. How many different types of habitats did we learn about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Short Answer**

19. Compare and contrast the arctic habitat and the rainforest habitat.

1. **Test appropriateness and accommodations**

The test I have created is appropriate for students from all cultures and backgrounds. It is not necessary for the students to have first-hand knowledge of what it is like to see the animals up close or feel the weather in the different habitats, to be successful. This test does not include any information that certain cultures would find offensive. If English is not there first language, the student could use a dictionary to find words they are not familiar with. I was cautious to use basic level words because I am not testing their reading skills on this exam.

This test can be accommodated to any students IEP. Some of the accommodations included in an IEP can include allowing the students extended time to complete, oral presentation of questions, delivered in a small group, allowing for small breaks, a translation dictionary, and fewer questions per page. If a student has a visual disability, their provided aide will monitor that they are marking the correct spaces by having them complete the first question before moving one.

1. **Reviewers forms**

***EDF 6432***

***Project 1 Review Form***

Reviewer: \_\_\_\_Jennifer Collins (elementary school principle)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Directions: Evaluate each item according to the guidelines listed.****If an item violates one of these elements, place an ‘X’ to the right of the element, under the corresponding item number.** |
|
| **True-False** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Explain method for marking T/F
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Statement must be definitely T or F
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Use short statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If opinion used, must be attributed to a source
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Don’t use:
	+ Verbal clues
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Double negative statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Broad, general statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Terms with degree (large, long time, regularly)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Absolutes (never, only, always)
 |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |
| * + Statements taken directly from the text
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Double-barreled items (2 ideas to evaluate in 1 item)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Matching** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Descriptions and options should be:
	+ short
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + homogeneous
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + arranged in a logical order
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * All options should be plausible distractors for all descriptions
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Lists should be homogenous
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Labels should be present and meaningful
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Descriptions should be the longer phrases or statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Descriptions should be numbered and options lettered
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Include more options than descriptions
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * In directions specify how to match and whether or not to use options more than once
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Multiple Choice** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Problem should be stated clearly in the stem
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Only one correct answer to each item
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * All distractors must be plausible
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Avoid grammatical clues
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Length and grammatical form of options must be equal/parallel
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Three to five options
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Don’t use “all of the above”
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Use “none of the above” sparingly
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If using negative statements, make the “NOT” stand out (bold, etc.)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Put response options in a logical order (e.g. alphabetical, numerical, etc.)
 | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If the item (stem & response option) forms a sentence, end with a period.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If the item (stem & response option) doesn’t form a sentence, don’t end with a period.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If the response options aren’t proper nouns, don’t capitalize.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * List multiple-choice response options vertically.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  **Completion**  | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Single-word answer or brief, definite statement
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Use direct questions instead of confusing, incomplete statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Omit only key words
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Put the blank near the end of the sentence
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If a numerical answer is needed, indicate what units should be used
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  **Overall Test** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * The items deal with important content material, not trivia
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |
| * Each item is independent of every other (doesn’t clue any other)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Items of similar format are grouped together (MC, T/F)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Items and their answer options are on the same page
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * clear student instructions are provided
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * the test is formatted in a clear, attractive way
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other comments regarding the test, possible improvements and strengths *(If needed, use the back or another sheet):* I would make #2-5 matching instead of multiple choice because the wording seems redundant.I would make #20 multiple choice because you are testing them for their knowledge and not their spelling.Another suggestion would be to have a word bank for the fill in the blank questions.Pictures could be useful for students in the multiple choice section.I would omit #19. It is not needed. |

***EDF 6432***

***Project 1 Review Form***

Reviewer: \_\_\_Lisa Mancino (special needs teacher)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Directions: Evaluate each item according to the guidelines listed.****If an item violates one of these elements, place an ‘X’ to the right of the element, under the corresponding item number.** |
|
| **True-False** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Explain method for marking T/F
 |  |  |  |  |  | x | x | x | x | x | x | x |  |  |  |  |  |  |  |  |
| * Statement must be definitely T or F
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Use short statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If opinion used, must be attributed to a source
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Don’t use:
	+ Verbal clues
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Double negative statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Broad, general statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Terms with degree (large, long time, regularly)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Absolutes (never, only, always)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Statements taken directly from the text
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + Double-barreled items (2 ideas to evaluate in 1 item)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Matching** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Descriptions and options should be:
	+ short
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + homogeneous
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + arranged in a logical order
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * All options should be plausible distractors for all descriptions
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Lists should be homogenous
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Labels should be present and meaningful
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Descriptions should be the longer phrases or statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Descriptions should be numbered and options lettered
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Include more options than descriptions
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * In directions specify how to match and whether or not to use options more than once
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Multiple Choice** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Problem should be stated clearly in the stem
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Only one correct answer to each item
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * All distractors must be plausible
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Avoid grammatical clues
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Length and grammatical form of options must be equal/parallel
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Three to five options
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Don’t use “all of the above”
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Use “none of the above” sparingly
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If using negative statements, make the “NOT” stand out (bold, etc.)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Put response options in a logical order (e.g. alphabetical, numerical, etc.)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If the item (stem & response option) forms a sentence, end with a period.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If the item (stem & response option) doesn’t form a sentence, don’t end with a period.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If the response options aren’t proper nouns, don’t capitalize.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * List multiple-choice response options vertically.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  **Completion**  | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * Single-word answer or brief, definite statement
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Use direct questions instead of confusing, incomplete statements
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Omit only key words
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Put the blank near the end of the sentence
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * If a numerical answer is needed, indicate what units should be used
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  **Overall Test** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** |
| * The items deal with important content material, not trivia
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |
| * Each item is independent of every other (doesn’t clue any other)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Items of similar format are grouped together (MC, T/F)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Items and their answer options are on the same page
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * clear student instructions are provided
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * the test is formatted in a clear, attractive way
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other comments regarding the test, possible improvements and strengths *(If needed, use the back or another sheet):* #19 is not necessary – Write a compare and contrast question instead for higher order thinking.#20 – Consider providing a picture for the students to label.  |

1. **Final objective test**

**Unit 1 Habitats Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Science**

 **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Multiple Choice: Read each question and write the corresponding letter to the answer on the line next to the question.**

\_\_\_\_\_ 1. The definition of a habitat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. the environment where an animal lives.
2. a place where you buy food
3. how an animal hides from prey
4. an animal that eats meat and plants

\_\_\_\_\_\_ 2. The layers of a rainforest from top to bottom are \_\_\_\_\_\_\_\_\_\_ .

1. emergent, canopy, understory, forest floor
2. canopy, emergent, understory, forest floor
3. canopy, understory, emergent, forest floor
4. emergent, understory, canopy, forest floor

**Matching: Column 1 lists the animals and column 2 lists the habitats. Match the animal with the correct habitat by writing the correct letter on the line given. Each habitat will only be used once.**

|  |  |
| --- | --- |
| Column 1 | Column 2 |
| 3. \_\_\_\_\_\_ Camel | **a. Arctic**  |
| 4. \_\_\_\_\_\_ Clown fish | **b. Desert** |
| 5. \_\_\_\_\_\_ Polar bear | **c. Ocean**  |
| 6. \_\_\_\_\_\_ Toucan | **d. Rainforest** |

**True or False: Read each statement and then circle either true or false under each question.**

7. The rainforests are **NOT** found on Asia.

a) true

b) false

8. Temperatures in the desert can range between 25°F and 100°F.

 a) true

 b) false

9. The Amazon rainforest is located in South America.

 a) true

 b) false

10. Chesapeake Bay wetlands are a major nesting area for the bald eagle.

 a) true

 b) false

11. Deserts receive no more than 2 inches of rain a year.

 a) true

 b) false

12. The Everglades are a saltwater swamp.

 a) true

 b) false

**Fill in the blank: Use the words provided in the word bank to complete the sentences. Write the correct answer on the line provided.**

grasslands million narwhal rainforest thousand water wetlands

13. The Earth’s surface is 70% covered with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

14. A beaver lives in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ habitat.

15. Sea turtles have lived on Earth for the last 100 \_\_\_\_\_\_\_\_\_\_\_ years.

16. The poison dart frog live in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ habitat.

17. An animal that lives in the arctic and looks like a whale and a unicorn is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Short Answer: Write at least three sentences on the lines provided to explain your answer.**

18. Compare and contrast the arctic habitat and the rainforest habitat.

**Test Key**

**Correct Response**

**Matching**

1. a
2. a

**True or False**

1. b
2. c
3. a
4. d
5. b
6. a
7. a
8. a
9. b
10. b

**Fill in the blank**

1. water
2. grasslands
3. million
4. rainforest
5. narwhal

**Short Answer**

1. The polar bears and seals live in the arctic where there is ice and snow. Poison dart frogs and toucans live in the rainforest where the temperatures are warmer than the arctic and trees are present. Animals in the arctic and the rainforest both use camouflage to hide from prey and predators.

**Content Area**

1. 1a
2. 1a
3. 1b
4. 1b
5. 1b
6. 1b
7. 1a
8. 1a
9. 1a
10. 1b
11. 1a
12. 1a
13. 2a
14. 2b
15. 2b
16. 2b
17. 2b
18. 3

**Taxonomic Level**

1. knowledge
2. knowledge
3. knowledge
4. knowledge
5. knowledge
6. knowledge
7. knowledge
8. knowledge
9. knowledge
10. knowledge
11. knowledge
12. knowledge
13. comprehension
14. comprehension
15. comprehension
16. comprehension
17. comprehension
18. application