Diagnostic Assessment for
WANTED DEAD OR ALIVE

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DIAGNOSTIC ASSESSMENT for WANTED DEAD OR ALIVE

Assessment Description

Type of Assessment: Matching Diagnostic Assessment, Short Answer Response

Duration: 20-30 minutes

Standard(s) Assessed: MAB.4.3.1   MAB.4.4.1   MAB.4.4.2

Description of Assessment Activity:

Students take a matching written test in order to determine the amount of knowledge they have concerning how to measure diameter, height, volume of a tree in order to predict its merchantability. Although the test doesn't actually have students using the instruments needed to accurately estimate trees, they have to know what the instruments are and what their functions are.   This test measures that. The real world application is evident since paper companies hold vast amounts of land in northwest Florida. The knowledge students gain through doing this unit has real world applications for the economy.

Teacher Directions:

1. Duplicate the attached test for students. The Diagnostic is to be used for determining how much of the basic background in the unit should be reviewed and how much needs to be taught.   Score the assessment prior to actually beginning the instruction.

Student Directions:

Match the following ten terms from the Unit, "Wanted Dead or Alive" with their definitions. Try to formulate an answer to each discussion question that is logical and believable. When you have finished, turn your test over and sit quietly.

Scoring Method & Criteria:

An answer key is included for scoring purposes.

For students who have special needs, a proctor may read the assessment aloud as the student marks the correct term. Do not count any punctuation or capitalization errors on the discussion question answer. Only look to see if students have written a way to measure a tree that is logical and believable. After scoring the tests, most likely, all of the terminology will need to be taught and the instruments demonstrated and modeled for students. If a student scores high on the test, then that student should receive enrichment for the unit and also be asked to help others, however, since this unit is so specialized concerning the instruments and skills involved, there may not be any students who score well on the diagnostic.

Wanted Dead or Alive Diagnostic   **Name:**

Match the following ten terms from the Unit, "Wanted Dead or Alive" with their definitions and answer the questions on the back or on a separate sheet of paper.

_____1. DBH.

a. ruler like instrument used to measure the number of sixteen foot logs a tree will yield.

_____2. Saw Timber

b. measure of wood cut for fuel as arrange in a pile 8 ft. long, 4 ft. high and 4 ft. wide.

_____3. Pace

c. wood suitable for chipping and processing into pulp for paper products.

_____4. Merchantable Tree Height

d. the measurable distance between two normal relaxed steps.

_____5. Pulpwood

e. measurement of tree from ground level to the end of the tallest branch.

_____6. Biltmore Stick

f. wood suitable for lumber products.

_____7. Volume

g. upper limit of harvestable wood on a tree stem.

_____8. Hypsometer

h. generally accepted measure for true diameter of a tree.

_____9. Cord

i. amount of space an object takes up

____10. Height of a Tree

j. a device used in cruising and measuring trees to estimate timber

--The forests of northern Florida have pine trees in them that are very valuable and play an important part in the economy. These trees are grown for specific purposes and are harvested by lumber companies and paper companies. How can these pine trees be measured accurately in order to determine their size and worth? Be as specific in your answer as possible.

  --How can you determine the area for a piece of ground that is 120' by 80'?

--Why are accurate measurement estimates important?

Answer Key for Pre Test
1. H
2. F
3. D
4. G
5. C
6. J
7. I
8. A
9. B
10. E

--Students should describe a believable method of measuring a tree. Take note to see if they mention specific tools, formulas, estimation methods, or targeted vocabulary words.

--Students should indicate the formula for area—length times width and give the correct calculation of 120' X 80' = 960 square feet.

--Students should give reasonable answers as to why correct measurement estimates are necessary. For instance: materials could be purchased that were too small or too large; inaccurate measurements could cost time and money; inaccurate estimates could affect equipment, storage, etc.