

# Summative #3

## Post-test

### For the Unit Plan: Info Expo

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## Info Expo Post-test Instructions

### Combination of Constructed and Selected Response

**Duration:** One 55-minute session

**Standard(s) Assessed:** LA.A.1.3.4.8.1, LA.A.2.3.6.8.2, LA.A.2.3.7.8.1, LA.A.2.3.7.8.2, LA.A.2.3.7.8.3, LA.A.2.3.7.8.4, LA.B.1.3.1.8.1, and LA.B.1.3.1.8.2

**Description of Assessment Activity:** Students complete a multiple-choice, fill-in-the-blank, and short answer test that covers the research process from reading and taking notes to using a prewriting strategy.

#### Teacher Directions:

1. At the conclusion of the unit, Info Expo, ask students to take the Info Expo Post-test. Caution students that this test differs from the earlier pre-test in that it attempts to measure their learning achieved during the unit. It is no longer a *no stakes* test, but a *high stakes* test.
2. Distribute the test and let students begin. The test will take approximately 45 minutes. Extend it into the next session if necessary. When the test is completed, collect and score it.

At the next session:

1. Return the post-tests. Discuss the questions and answers in class. Ask students to take out their pre-tests taken at the beginning of the unit. Students should compare their scores and reflect upon the growth made in the interim.
2. Hold a class discussion or have students reflect in a meaningful way such as their journals. Reflection should be focused on learning achieved.

#### Student Directions:

1. Work through the unit Info Expo according to the teacher's instructions.
2. Recognize that the post-test is a modified version of the earlier pre-test, however, this test is a measurement of the learning you have achieved during the unit. You should attempt to do your very best on this test. This is quite different from the pre-test that was a diagnostic tool for the teacher and a no stakes test.
3. Take the test.
4. Return the test to the teacher when completed.
5. Engage in a reflection activity guided by the teacher to compare the pre-test and post-test. Determine your learning during the course of the unit.

#### Scoring Method and Criteria:

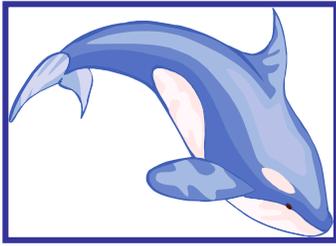
Score the post-tests using the attached answer key. There are 9 questions on this summative assessment. Each question asks the students to use a process they learned in the research unit. Questions are open-ended and complex and require critical thinking skills to answer. Scoring is suggested as follows for a 100 points scale:

- Question 1 -- 10 points
- Question 2 -- 12 points
- Question 3 -- 12 points
- Question 4 -- 18 points
- Question 5 -- 5 points
- Question 6 -- 10 points
- Question 7 -- 18 points
- Question 8 -- 5 points
- Question 9 -- 10 points

#### Levels of Mastery

- Full credit** is given to entirely correct responses. (10 points out of 10 points)
- Three-fourths** credit is given to responses that are almost correct with minor misconceptions. (7-8 points out of 10)
- One-half** credit is given to partially correct responses. The response should demonstrate that the student is getting close to understanding, but needs a little more work. (5 points out of 10)
- One-fourth** credit is given to responses that exhibit very little understanding of the concept. (2-3 points out of 10)

If the majority of students have achieved mastery, move on to the next unit in the yearlong plan for 8th grade language arts. If some students need further practice, set up a tutoring schedule, alternative assignments, or practice in the form of homework.



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

### POST-TEST Info Expo Unit

1. Read the source of information in the box below, and answer the question under the box.

**SOURCE**

**WHALE** is a large mammal that lives its entire life in the water. Like other mammals, whales have large, highly developed brains and nurse their young with milk. Among aquatic mammals, whales are the most completely adapted to life in the water. Whales resemble fish in many ways, but they are not fish. Fish are cold-blooded and breathe underwater using gills; whales, on the other hand, maintain a warm and constant body temperature of about 37°C (about 99°F) and breathe air with lungs. Unlike fish, whales move their tails up and down instead of side to side when they swim.

"Whale," *Microsoft® Encarta® Online Encyclopedia* 2000  
<http://encarta.msn.com> © 1997-2000 Microsoft Corporation. All rights reserved.

Read the source and use the space below to take notes. Use a strategy such as paraphrasing or summarizing to help clarify the meaning of the information. Circle the strategy you decide to use.

Summary for notes--	<b>CIRCLE ONE:</b>	Paraphrasing for notes--

2. **Summarize** the following paragraph. Use all of the main points from the source.

Whales, like other mammals, have lungs. Whales do not breathe through their mouths, but rather through a nostril, or blowhole, located on the top of the head. The blowhole opens by a slight muscular contraction and closes automatically when the muscle relaxes. As a whale surfaces it exhales powerfully, creating a loud sound and a characteristic cloud of mist known as the spout. The spout is caused by condensation from the warm, moist air that is exhaled, not from seawater trapped in the blowhole, as was once believed.

**SUMMARY--**

3. **Paraphrase** the following paragraph. Use your own words to translate the source.

Instead of having teeth, the baleen whales have mouths lined with giant, flexible combs of a material called baleen, or whalebone, which is used to filter small fish and crustaceans from the water. There are three types of baleen whales: the rorquals, the gray whales, and the right whales. The rorquals have narrow, streamlined bodies and are the fastest swimming whales. The giant blue and fin whales are rorquals as are their smaller relatives, the minke and sei whales. The sei whale can swim at more than 35 km/h (22 mph) over short distances. Some rorquals make annual long-distance migrations of thousands of kilometers.

**PARAPHRASE--**

4. A student has chosen to write a report on the broad topic of whales. The student has narrowed the topic to the essential question,

**" Do whales possess a high level of intelligence?"**

Evaluate the various source cards below using the criteria you learned in the unit for evaluating sources. The criteria are currency, reliability, objectivity, topic support, and topic enhancement. Then, choose the card that best supports and adds to the topic.

Whales	Source card # 1
<b>" Do whales possess a high level of intelligence?"</b>	
<u>Whales, Our Large-Brained Friends</u>	*Book*
John Sealion Ocean Blue Publishing New York City Copyright 1937 Pages 57-64	

Whales	Source card # 2
<b>" Do whales possess a high level of intelligence?"</b>	
"Whale Songs"	*Web site*
Lance Leonhardt Black Box and Oasis Telecommunications Copyright 1996-2000 URL: <a href="http://whales.ot.com/about.html">http://whales.ot.com/about.html</a> Date accessed: September 20, 2000	

Whales	Source card # 3
<b>" Do whales possess a high level of intelligence?"</b>	
"Whale Intelligence and Behavior"	*Magazine*
<u>National Geographic</u> Tiffany Squid National Geographic Publishing      New York City      Copyright 1994 Volume 78, Issue 12      Pages 34-50	

Which source card is best source for the topic—"Do whales possess a high level of intelligence?" Use the criteria for evaluating sources to support your answer. Answer in paragraph form using complete sentences.

**Use the block on the next page to write your response.**

**Write your response here:**

**The criteria are currency, reliability, objectivity, topic support, and topic enhancement. Answer in paragraph form using complete sentences.**

5. What sources would you use to write a research paper? List as many as you can.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

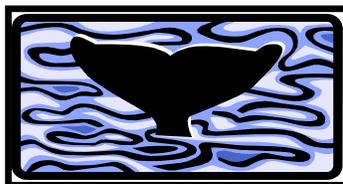
Tell which source(s) could be considered primary and under what circumstances.

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6. Read the source card and answer the questions below.

Whales	Source card # 4
<b>" Do whales possess a high level of intelligence?"</b>	
E-mail from "Ask An Expert" Dr. Greg Early, marine biologist at New England Aquarium	
*Real-time Professional Interview*	
Black Box and Oasis Telecommunications	
Last updated Sept. 2, 2000	
URL <a href="http://www.physics.helsinki.fi/whale/">http://www.physics.helsinki.fi/whale/</a>	
Date accessed: September 21, 2000	

Here are six different notes a student compiled from the interview with Dr. Early. Read the information and circle the notes that would support the topic in a unique and interesting way.

1. Whales have complex social behavior and show a tendency toward cooperation such as mothers assisting mothers during the birthing process
2. 1970's discovery of whale singing as mating ritual
3. Whales are curious and eager interacting with humans
4. Large brains suggest a high level of intelligence -- brain is six times the size of a human brain
5. Some dolphins behave strangely when removed from their well-knit group.
6. Some whales exist as solitary animals.

Now describe why the notes that were not used are inappropriate for the topic. Answer in paragraph form using complete sentences.

7. Read the facts in the word bank below and decide the best method for compiling the information in an organizer. Use the next page to organize the information. Remember that some information is better than other information, and unnecessary information can be discarded. There is no right or wrong answer for this question. The teacher is evaluating the ability to use an organizer. In addition, no organizer is preferable to another.



#### WHALING

Strain small fish and shrimp

Trap small schools of fish

Harpoons and small boats

Blowhole on the top of the head

Blubber used for lamp oil and candles

#### FEEDING

Steam ships and cannon-fired harpoons

Grab small fish and squid

Large tail flukes

Whales nearing extinction

#### WHALE'S BODY

Thick layer of fat called blubber

International Whaling Commission banned hunting some whales

Use the next page to construct your graphic organizer.

Use this space to construct your graphic organizer.

Provide reasons for the following:

Why did you choose this type of organizer?

Why did you choose some words as major topics?

Why did you choose some words as minor topics under the major topics?

8. Given the following bibliographic information, create a source card for a research paper using the source card #5.

## **Bibliographic Information**

Do Whales Have Belly Buttons? :  
Questions and Answers About Whales  
and Dolphins

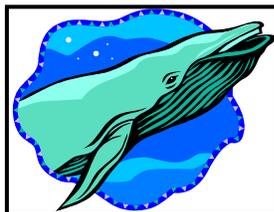
Scholastic Publishing

by Melvin Berger, et al.

August 1999

New York, New York

Whales	Source card # 5
<b>“Do whales possess a high level of intelligence?”</b>	
_____	
Title: _____	
Author: _____	
Publisher: _____	
City where published: _____	
Copyright date: _____	
Page numbers where information was obtained _____	
	For electronic sources include:
URL address: _____	
Date site was accessed: _____	
Name of the Web site: _____	



9. Read the following note cards about whales. Answer the questions on the next page regarding the note cards.

Whales

Note card # 6

**Narrow Topic:** \_\_\_\_\_

NOTES: Whales are hard to find. They reproduce at a low rate. Protection will allow them to rebuild their numbers in maybe a century or more. Lots of countries and groups are trying to protect whales.

Whales

Note card # 7

**Narrow Topic:** \_\_\_\_\_

NOTES: In 1946 the International Whaling Commission (IWC) was created. Countries that are members of the group cannot always agree on how to protect the whales or on how many whales can be killed. Also, the commission has no power to act against violations of their rules. Some countries continue to abuse the rules. Humpback whales are supposed to be protected, but many are still hunted.

Whales

Note card # 8

**Narrow Topic:** \_\_\_\_\_

NOTES: Pollution is getting worse in our oceans. This adds to the danger for whales. The whales build up large amounts of chemicals in their bodies from eating fish that are poisoned. More and more whales are beaching themselves and dying. Sometimes their sense of echolocation is damaged and causes them to become stranded on our beaches.

Choose a narrow topic for all of these cards. What would you title it?

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Why would you give it that title?

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Which card is the most important card in the group of cards?

Note card # \_\_\_\_\_

Why do you believe it to be the most important? Answer in complete sentence form.

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Rank the other two cards in order of importance.

Note card # \_\_\_\_\_

Note card # \_\_\_\_\_

Why would you rank the cards this way? Answer in complete sentence form.

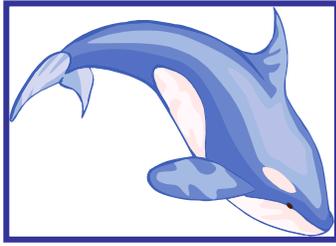
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## POST-TEST Info Expo Unit

### Answer Key and Scoring Guide

**SCORING:** There are 9 questions on this summative assessment. Each question asks the students to use a process they learned in the research unit. Questions are open-ended and complex and require critical thinking skills to answer. Scoring is suggested as follows for a 100 points scale:

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## CRITERIA FOR SCORING:

1. This question reflects the student's ability to **read from sources and record important information in own words.**

The student can choose to use either summarizing or paraphrasing to take notes. Depending upon the strategy that is used the teacher looks for different things. For a summary, look for major points from the source. For a paraphrase, look for information from the source written in the student's own words while capturing the author's full intent.

The following important ideas should be gleaned from the source.

Whale is a large mammal  
Lives all its life in water  
Has large complex brain  
Its young drink milk  
Totally adapted to its water world  
Like fish in some ways  
Not fish because fish are cold-blooded  
Whales are warm-blooded  
Whales breathe air  
Fish breathe water, using gills  
Whales move tails up and down  
Fish tails move from side to side

2. This question reflects the student's ability to **read from sources and record important information in own words using summarizing.** For a summary, look for major points from the source. The following important ideas should be gleaned from the source.

Whales are like other mammals  
They have lungs  
They breathe through a blowhole  
The blowhole is on top of their head  
The blowhole opens and closes because of muscle contractions  
When whales surface they exhale water known as a spout  
It is caused by the warm, wet air in the blowhole

**3. This question reflects the student's ability to read from sources and record important information in own words using summarizing.** For a paraphrase, look for information from the source written in the student's own words while capturing the author's full intent. The following important ideas should be gleaned from the source.

Whales do not have teeth  
Whales have baleen  
Whale mouths are filled with baleen  
Baleen is like a large comb in the whale's mouth  
Baleen is actually whalebone  
There are three baleen whales  
The three whales are rorquals, gray whales, and right whales  
Rorqual whales are fast because of their streamlined and skinny bodies  
Giant blue, fin, minke, and sei whales are all rorquals  
The sei whale swims at about 20+ miles per hour  
Some rorquals travel long distances  
Their migrations can last for thousands of kilometers

**4. This question reflects the student's ability to evaluate sources by using sources that support the topic in a unique and interesting way.** Review the student's paragraph and determine if he/she chose source card #3 using some of the following criteria:

- currency because the source was published in 1994
- reliability because National Geographic is a well-respected and reputable magazine
- objectivity because National Geographic contains non-fiction accounts and descriptions of events that tend to have little or no bias
- topic enhancement because the third source relates directly to the topic of intelligence for the report

Some students might want to use the first source card; however, source number 3 is better because of its currency, reliability, and objectivity. Source number 1 could add to the topic, but source number 3 is better.

**5. This question reflects the student's ability to use information from a variety of sources to support content in the research paper, but students should also recognize primary and secondary sources as valuable.** Students can come up with various sources. Here are the most common. As for primary sources, as long as the student can explain why a source is primary, any of these sources is acceptable. For example, a student can say that a personal interview is a primary source if the persons interviewed have personal knowledge of the subject matter. This means they must have observed or participated in the topic they are discussing.

1. book	2. magazine
3. dictionary	4. encyclopedia
5. Web site	6. video recording
7. personal interview	8. diary
9. newspaper	10. audio recording
11. artifact	12. letter
13. journal entry	14. court records
14. email interview	And many others

**6. This question reflects the student's ability to evaluate sources.** Students should determine that notes 1, 3, and 4 are relevant because they directly relate back to the topic of whales possessing a high level of intelligence. Students then need to explain why the other notes are not relevant. Read the thoughts recorded by the students and look for understanding of the ability to discard irrelevant information when researching. Information on mating rituals, dolphins' social behavior, and whales' social behavior do not relate to the topic of whales possessing a high level of intelligence.

**7. This question reflects the student's ability to gather relevant facts and data in an organizer to support major points for the paper.** Again, the students use this process for their research. As described for the student, some information is better than other information, and unnecessary information can be discarded. There is no right or wrong answer for this question. The teacher is evaluating the ability to use an organizer. In addition, no organizer is preferable to another. Because the process is so wide open, the scoring is really achieved in the second part of the process when the students must explain reasons for choosing the type of organizer and reasons for establishing the group and sub-groups they chose to use. If the students' explanations makes sense, then mastery is achieved.

8. This question reflects the student's ability to **record bibliographic information using a format such as source cards**. The completed source card should look like this.

Whales	Source card # 5
<b>“Do whales possess a high level of intelligence?”</b>	
<hr/>	
<u>Do Whales Have Belly Buttons? : Questions and Answers about Whales and Dolphins</u>	
Berger, Melvin, et al.	
Scholastic Publishing	
New York, New York	
August 1999	

9. This question reflects the student's ability to **arrange and organize information according to class or category**. Again, this is a process students work through in the research. During class, they physically sorted note cards into the organizational format for writing the paper. These note cards represent the body of a paper that focuses on the topic of Saving the Whales. Check students understanding of the main ideas and sequencing the cards. Student answers will vary; however, they should come up with the following standard responses.

**The narrow topic should relate to whale conservation. The cards should be ranked in the following order, #6, #7, and #8.**