

Diagnostic Assessment for Filling Up Florida

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Diagnostic Assessment
Constructed/Selected Response
Day One

Duration: 30 minutes

Standards Assessed: SC.G.2.3.2, SC.G.2.3.4, SC.D.2.3.2

Teacher Directions: Duplicate the diagnostic test for each student. If paper is limited, duplicate a class set with a few extras and ask students to write on their own paper. Administer the test to students. Do not answer any questions. Allow students to work to the best of their ability. Tell students who finish to turn their papers over and draw quietly or read a book until all students have had a chance to try to answer the questions. Make sure that students understand that there will be some, if not many, questions for which they do not know the answers.

Student Directions: We are getting ready to begin a new unit called Filling Up Florida. I'd like for you to take this diagnostic assessment, which will tell me how much you do know and how much we will need to cover as a class. Do the best you can. There will be some questions for which you won't know the answers. When you are finished, turn your paper over and draw quietly or you may read a book.

Scoring Method: Use the answer key to assess the papers. Depending upon the class make-up, you might allow students to score their own papers if they can be trusted not to change answers. Keep the diagnostic assessments so that students may compare their scores to the Posttest assessment and see the improvement. Use the information gleaned about what the students know to supplement and adjust the lesson plans.



Filling Up Florida

Diagnostic Test



MULTIPLE CHOICE

- Human impacts to the environment alter the equilibrium of ecosystems. Equilibrium is...
 - the wildlife
 - the nonliving factors in an environment
 - a natural state of chaos
 - a natural state of balance
- Which of the following is a positive human interaction with the environment?
 - conservation
 - extinction
 - pollution
 - overpopulation
- Which of the following rainforests factors is biotic?
 - rainfall
 - air temperature
 - coral snake
 - available space
- An ecosystem is a grouping of plants, animals and microbes interacting with each other and their _____
 - environment
 - relatives
 - water supply
 - balance
- An example of a renewable resource is:
 - coal
 - water
 - natural gas
 - fire
- The introduction of harmful or unwanted substances into the environment is called:
 - pollution
 - conservation
 - extinction
 - fire suppression

SHORT RESPONSE

7. What is a limiting factor and what is one example?
8. What is the difference between a renewable and nonrenewable resource?

EXTENDED RESPONSE

9. Briefly explain how human population growth in Florida affects wildlife.
10. Name and briefly discuss two ways that humans impact the environment.

FILLING UP FLORIDA

ANSWER KEY TO THE DIAGNOSTIC

MULTIPLE CHOICE

1. D
2. A
3. C
4. A
5. B
6. A

SHORT RESPONSE

7. A limiting factor is a factor that determines the maximum to which a population can grow. Examples are food supply, water supply, space, and shelter.

8. A renewable resource is one that is replaced by nature. A nonrenewable resource cannot be replaced by nature.

EXTENDED RESPONSE

9. As human population grows, new homes and new roads must be built. This has the effect of reducing green spaces and wildlife habitat. Decrease in habitat is the most dangerous threat to living things. Human population growth also means an increase in natural resource requirement.
10. Humans impact the environment in the following ways: logging, farming, mining, construction of roads and homes, pollution, fire suppression, natural resource usage, overpopulation. (A detailed discussion of each is included in the lecture notes)