# Assessment #1 for Feedback and Grade

Student name: _____

Date: _____

| Level/Mark | Percentage of term work |
|---|---|
| | **_____/10%** |

**Instructions:**

- Answer the questions for this assessment on a separate piece of paper.
- Make sure to note the task and question number you are answering for each. (e.g. Task 1, Question #1, etc.
- Review the rubric for this assessment located on the last pages before answering the questions for an understanding of how the assessment will be graded.
- All terms must be included in mindmap.

# Task 1: Short answer – 10 Questions

1. In many viral diseases (such as smallpox, mumps, or influenza), illness occurs shortly after exposure to the virus. In others (such as AIDS), the victim may not show symptoms for many years following the initial exposure. How would you explain the difference between these two situations?

2. Various bacteria are normally present in most of our body systems. These "good" bacteria are essential for maintaining health. Describe two risks and two benefits of using antibacterial creams to cure vaginal infections.

3. State and describe two differences between bacteria and viruses.

4. a) State one reason why viruses are considered to be non-living organisms by some biologists.

   b) State one reason why viruses are considered to be living organisms by some biologists.

5. a) Which major level of classification contains the most closely related species?

   b) Which major level of classification contains the largest grouping of species?

6. List and describe three ecological roles of fungi OR three ecological roles of protists.

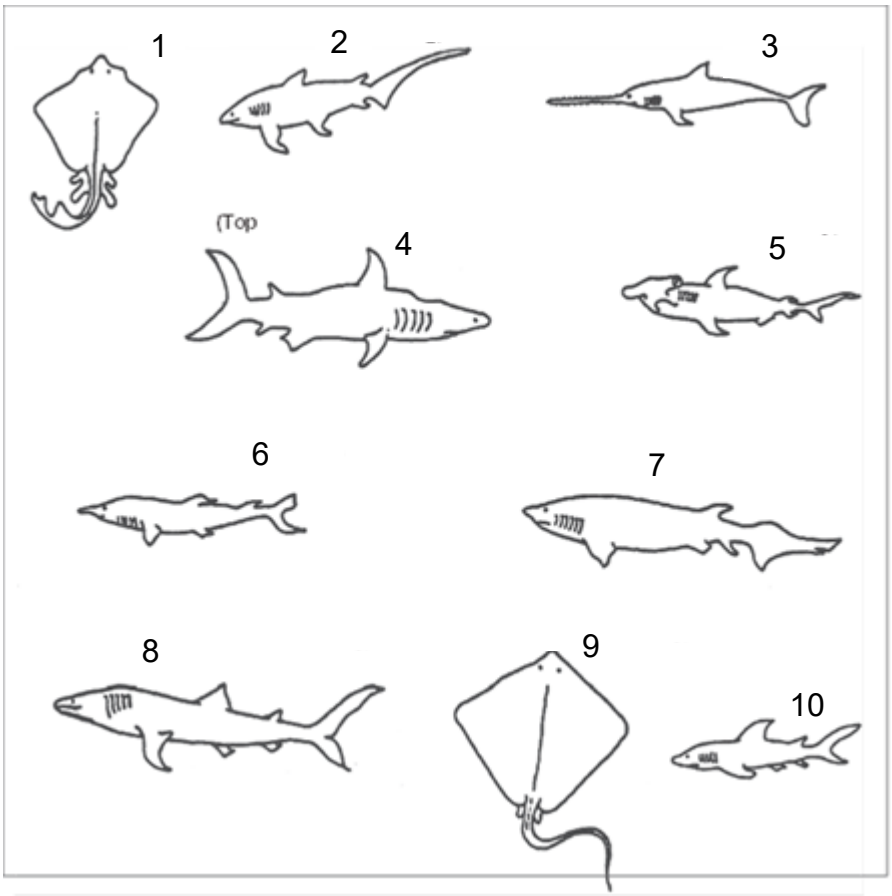
7. State and describe three characteristics of a body plan.

8. List and describe three reasons for habitat loss caused by humans.

9. Why do endothermic animals have far greater energy requirements than ectotherms?

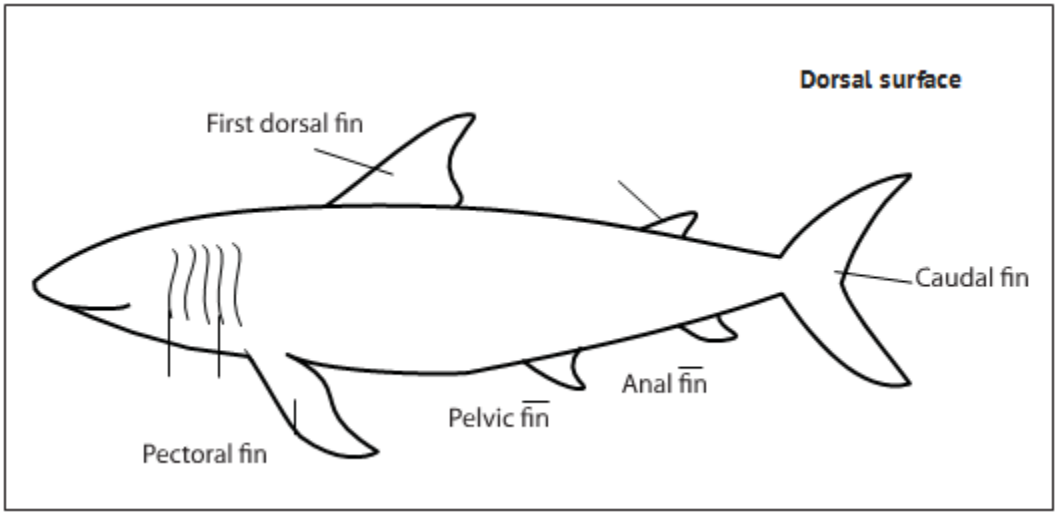
10. Using the shark anatomy pictures and the key provided, classify the 10 sharks labelled 1–10 in the following diagram:

## Shark species




### Shark Anatomy

Use these terms related to shark anatomy to help you work through the key below.




## *Key*

1a. Body, as seen from the top, shaped like a kite……...go to 12

1b. Body, as seen from the top, not shaped like a kite……go to 2

2a. Pelvic fin absent……..……..……..*Pristiophoridae*

2b. Pelvic fin present……..……..……..…go to 3

3a. Six gill slits……..……..……..……..*Hexanchidae*

3b. Five gill slits……..……..……..……...go to 4

4a. One dorsal fin……..……..……..……*Scyliorhinidae*

4b. Two dorsal fins……..……..……..……go to 5

5a. Mouth located at front of snout……..……*Rhincodontidae*

5b. Mouth located on underside of head……..……...go to 6

6a. Head expanded, with eyes located at end of expansion……....*Sphrynidea*

6b. Head not expanded……..……..……go to 7

7a. Top half of caudal fin same as bottom half……..……Isuridae

7b. Top half of caudal fin different than bottom half ……..……go to 8

8a. First dorsal fin extremely long……..……..…….Pseuodotriakidae

8b. First dorsal fin regular length……..……..……...go to 9

9a. Caudal fin extremely long……..……..……Alopiidae

9b. Caudal fin regular length……..……..……...go to 10

10a. A long point on end of snout……..……..……...Scapanorhynchidae

10b. Snout without long point……..……..……..go to 11

11a. Anal fin absent……..……..……..……Squalidae

11b. Anal fin present……..……..……..……...Carcharhinidae

12a. Small dorsal fin present near tip of tail……..……..……Rajidae

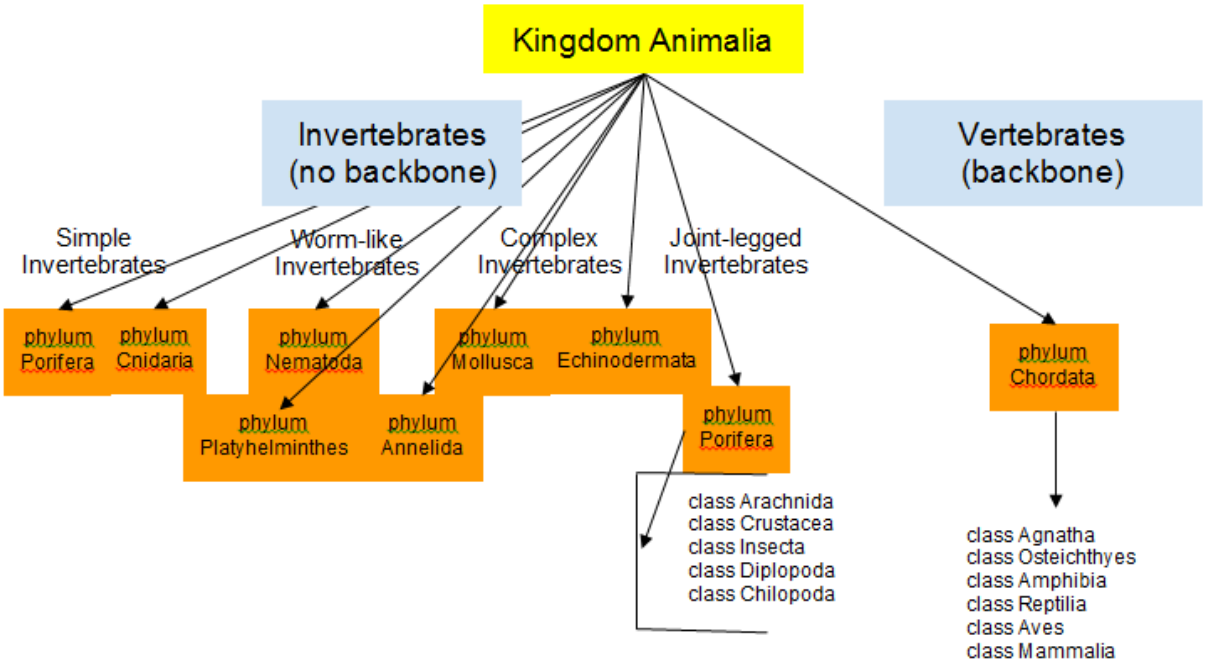
12b. No dorsal fin near tip of tail……..……..……..go to 13

13a. Front of animal with two horn-like appendages……..……...Mobulidae

13b. No horn-like appendages……..……..……...Dasyatidae

# Task 2: Mind Map

Recall an earlier activity where you created a mind map of the kingdom Animalia. It may have looked something like this one:




Now, it is time to put together all the information you learned about the different kingdoms into one concept map. All terms must be included.

You may create this concept map however you like. You may use pen and paper or you may choose to use a computer program/digital tool. Another option would be to use index cards to write the terms on them and then organize them on a flat surface and take a picture to submit when complete. This could be done with “sticky notes” on a wall too. There are lots of terms and you must consider how they will be organized together.

Notice how, in the example above, the categories or ‘groupings’ that were not official scientific classifications (for example, simple invertebrates, worm-like invertebrates, complex invertebrates, joint-legged invertebrates, invertebrates, and vertebrates) do not have kingdom, phylum, or class in front of them. They are just classifications that scientists use to help them understand the living world. In your concept map, make sure you can tell which classifications are official phyla and which ones are just groupings scientists make to help their understanding. The reason this is done is because there are so many phyla in each kingdom.

In your concept map, aim to incorporate and make connections between all the terms as provided in the table below. Include characteristics and common features in your concept map. Organizing all of this will be difficult, but stick with it. It will help to get the big picture of all the material and terms you have learned throughout this unit.

**When you are finished making your concept map, write a brief one-paragraph description of how your concept map is organized and include this with your submission.**

Terms for the concept map:

| | |
|---|---|
| ● fungus-like protista<br>● oomycota<br>● slime molds<br>● animal-like protista<br>● protists with flagella<br>● protists with pseudopods<br>● protists with cilia<br>● sporozoans<br>● plant-like protista<br>● non-vascular plants<br>● vascular plants<br>● spore producing<br>● seed producing<br>● phylum Porifera: Sponges<br>● phylum Cnidaria: Two-layered Animals<br>● phylum Nematoda: Roundworms | ● phylum Platyhelminthes: Flatworms<br>● phylum Annelida: Segmented worms<br>● complex invertebrates<br>● phylum Mollusca: Animals with a shell<br>● phylum Echinodermata<br>● joint-legged invertebrates<br>● phylum Arthropoda: Animals with exoskeletons<br>● vertebrates<br>● phylum Chordata<br>● kingdom Plantae<br>● kingdom Fungi<br>● kingdom Protista<br>● kingdom Bacteria<br>● kingdom Animalia<br>● kingdom Archaea |

**You have reached the end of this assessment. When you are ready, submit your assessment for feedback and a grade, by selecting the "Assignments" link and following the submission directions.**

**Rubric Assessment 1 for feedback and grade**

## Feedback and marking

You will receive three kinds of feedback:

- Your teacher will highlight the levels on the rubric that best describe your work.
- Your teacher will also provide you with detailed comments about your strengths, areas that need improvement, and the steps you should take before submitting further assessments.
- The final piece of feedback that you will receive will be your mark. Each of the four categories of knowledge and skills is weighted equally. The final mark on this assessment is determined by your teacher based on their professional judgement of the requirements for the assignment.

## Rubric

Before submitting your tasks, review the rubric below to self-assess. Look at each criteria that your teacher will follow to assess your work. Using the description, which level is your work meeting? What can you do to improve your work? Take the time now to make any improvements to your work before submitting. Review this Rubric Deconstruction for help understanding rubrics or levels.

Each criteria in this rubric will be equally weighted to determine your final mark.

| **Task and Achievement Category** | **Success Criteria** | **Marks/Levels** | **Comments** |
|---|---|---|---|
| Task 1: Short Answer | **Knowledge and Understanding**<br>Demonstrates knowledge of content with accuracy<br>e.g., facts, terminology, definitions<br>● **Question 5**<br>● **Question 7** | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |

| | | | |
|---|---|---|---|
| | **Knowledge and Understanding**<br>Demonstrates understanding of content with clarity<br>e.g., concepts, ideas, theories, principles<br>● **Question 3**<br>● **Question 4**<br>● **Question 6**<br>● **Question 8**<br>● **Question 9** | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |
| | **Thinking and Investigation**<br>Demonstrates use of critical/creative thinking processes, skills, and strategies with fluency<br>e.g., analyzing, interpreting, problem solving, evaluating, forming, and justifying conclusions on the basis of evidence<br>● **Question 1**<br>● **Question 2** | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |
| | **Communication**<br>Demonstrates use of conventions, vocabulary, and terminology of the discipline in written forms with relevance<br>**All questions** | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |
| | **Communication**<br>Demonstrates expression and organization of ideas and information in written forms with logic<br>**All questions** | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |

| | | | |
|---|---|---|---|
| | **Application**<br>Demonstrates application of knowledge and skills (e.g., concepts and processes) in familiar contexts with accuracy<br>**Question 1**<br>**Question 2**<br>**Question 10** | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |
| Task 2: Concept Map | **Knowledge and Understanding**<br>Demonstrates knowledge of content with accuracy<br>e.g., terminology, all terms from the table have been used | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |
| | **Knowledge and Understanding**<br>Demonstrates understanding of content with clarity<br>e.g., concept of classification (kingdoms, phyla, and class) | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |
| | **Thinking and Investigation**<br>Demonstrates use of critical/creative thinking processes, skills, and strategies with logic<br>e.g., connections between terms are logical | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |

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|---|---|---|---|
| | **Communication**<br>Demonstrates expression and organization of ideas and information in written and visual forms with logic and clarity<br>e.g., communicates their organization of terms | ❑ L4: 80–100 Thorough/High Degree<br>❑ L3: 70–79 Considerable<br>❑ L2: 60–69 Some<br>❑ L1: 50–59 Limited<br>❑ Less than 50 | |
| **Feedback** | | | |
| **Strengths** | **Areas for improvement** | **Next steps** | |
| | | ❑ Incomplete<br>❑ Repeat | |