

Gabe Jenkins
9th/10th Grade Biology
Biology Assessment
S ED 720
Dr. Jamal Cooks

End-Of-Unit Assessment¹

TOTAL POINTS AVAILABLE on Assessment: 50

NOTE TO STUDENTS: All answers should be written/drawn on separate sheets of paper and attached to this cover sheet

Question #1 (5 points): Describe your experiences as you worked on the group PowerPoint project. Specifically, describe the things that you contributed to the group that helped the group, and (if this is true) some additional things that you could have done to help the group's presentation.

Question #2 (10 points): As your group went through the project, you were supposed to reach a consensus (group agreement) about your opinions on 3 issues surrounding stem cell research:

1. Is it moral?
2. Is it something that could provide real scientific benefits?
3. Should we as a society be paying for this research?

The question is: Going through these 3 issues one by one, do you agree with your group's opinion? If so, why? If not, why not?

Question #3 (5 points): Which group do you think did the best job on their presentation? Why do you think so? Are there parts of other people's presentations that were better than yours? Were there sections of your report that you thought were the best in the class?

Question #4 (5 points): After seeing other groups' presentations, what would you change about your own presentation to improve it?

Question #5 (20 points): Think about what we've done over the last month. Either in writing, or as a poster, explain how we have used various aspects of our nervous systems to do the work we've done. In particular, include: central vs. peripheral nervous systems; the cerebellum; and the cerebrum (think about all the things the cerebrum does).

Question #6 (5 points): This is a hard question, but try your best. Science is an ongoing search for knowledge about the world around us. In what way(s) is this ongoing search for knowledge influenced by the opinions of both scientists and non-scientists?

ⁱ **NOTE TO DR. COOKS #1:** By the end of the unit, students have already completed a quiz devoted exclusively to their mastery of the nervous system subject matter content. Consequently, this end-of-unit assessment is designed to see how well students can incorporate this knowledge into an understanding of how they function every day, rather than as a test to see whether they've retained the minutiae of the nervous system.

NOTE TO DR. COOKS #2: This assessment is designed to be a take-home assessment, because I'd rather have them devote more time to thinking about the questions (and coming up with thoughtful answers) than ask them to quickly regurgitate stock or pat answers.