

Biodiversity and Classification

Question 1: Choose the correct answer from the options given:

- 1.1 The Phylum to which sponges belong. (2)
a) Porifera
b) Cnidaria
c) Annelida
d) Platyhelminth
- 1.2 The Phylum in which most organisms contain stinging cells. (2)
a) Chordata
b) Cnidaria
c) Nematoda
d) Arthropoda
- 1.3 The Phylum to which hookworms belong. (2)
a) Platyhelminthes
b) Annelida
c) Nematoda
d) Arthropoda
- 1.4 The Phylum in which organisms have a mantle cavity, internal organs and a hard external shell. (2)
a) Echinodermata
b) Mollusca
c) Arthropoda
d) Chordata
- 1.5 The Phylum to which fish belong. (2)
a) Chordata
b) Echinodermata
c) Platyhelminth
d) Mollusca

Question 2: Give the correct term for each of the following definitions:

- 2.1 A community of organisms which occur naturally in a particular region. (1)
.....
- 2.2 The number of species in a community and the number of organisms within each of those species. (1)
.....

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Meeting the Challenges to Measurement in an Era of Accountability Henry Braun,2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4 8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Representations of Nature of Science in School Science Textbooks Christine V. McDonald,Fouad Abd-El-Khalick,2017-04-21 Bringing together international research on nature of science NOS representations in science textbooks the unique analyses presented in this volume provides a global perspective on NOS from elementary to college level and discusses the practical implications in various regions across the globe Contributing authors highlight the similarities and differences in NOS representations and provide recommendations for future science textbooks This comprehensive analysis is a definitive reference work for the field of science education

The College Classroom Assessment Compendium Jay Parkes,Dawn Zimmaro,2017-12-06 The College Classroom Assessment Compendium provides new and seasoned instructors with comprehensive strategies perspectives and solutions for the daily challenges and issues involved in student assessment Composed of cross referenced research based entries organized for

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Learning and Assessing with Multiple-Choice

Questions in College Classrooms Jay Parkes,Dawn Zimmaro,2016-03-17 Multiple choice questions MCQs are a ubiquitous tool used in college classrooms yet most instructors admit that they are not prepared to maximize the question s benefits Learning and Assessing with Multiple Choice Questions in College Classrooms is a comprehensive resource designed to enable instructors and their students to enhance student learning through the use of MCQs Including chapters on writing questions assessment leveraging technology and much more this book will help instructors increase the benefits of a question type that is incredibly useful as both a learning and assessment tool in an education system seeking ways to improve student outcomes

Life Science: Origins & Scientific Theory Parent Lesson Plan ,2013-08-01 How to use this lesson planner This course is intended to help a student assess information about evolution and creation and based on the information provided for each form his or her own understanding of this issue The author spent 30 years in a challenge to prove evolution yet the more he learned the more the truth of God s Word became apparent in the evidence and interviews he found while travelling the world speaking to scholars museum officials and viewing artifacts While originally designed for classroom use this course represents substantial value and flexibility for those who choose to home educate The content and organization of the teacher manual means that this course can be used by more than one student at a time or even multiple times for a single student without reusing course testing materials Chapter Objectives These are presented in a way that is perfect for students to answer in a notebook having students copy the question and then answer in the notebook is even more helpful by putting the question and answer in proximity and context These notes in combination with the chapter tests are excellent resources for preparing for sectional tests if given or a final exam at the end Chapter objective can be shared with a student or students and then kept in a binder for future use if needed Students are also encouraged to keep these questions and answers for pre test studying Chapter Exams For each chapter an A B and C test is provided in the teacher s manual Here is how you can extend your use of this material Option 1 You can follow the instructions in the book which are designed for one student Or you can modify one of the following options for your student and still have enough course materials to use the course multiple times Option 2 You could have up to three students taking the course at the same time with each student having different tests if you assign each Test A to one student Test B to another and Test C to a third This insures each student has a different test and educators can better assess each student s individual understanding of the material at each point Alternate sectional and final exams are included in this manual for your convenience Option 3 Adjust the testing and materials to your educational program For example each chapter test could be used as additional worksheet material for one

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