Features Analysis Chart—Variations in Plants and Animals

Teacher Name: _____   **Circle One: PRE   POST**

Describe the assessment items: Questions 1a, 1b, and 2 on the pre-post assessment for the Variations in Plants and Animals unit:
1. Look at the moths. (a) Name one trait in the moths. (b) What is one variation of this trait?
2. Complete the sentence. Circle the word **black** or **white** to show what you think will happen. *I predict the [**black or white**] moths are more likely to survive because …*

Describe the ideal response:
1. Many correct answers are possible. Students are likely to say (a) wings or antennae; (b) wing color/pattern; body-shape differences; presence/absence of ridges on the wings.
2. I predict the **black** moths are more likely to survive because … the black moths can blend in with the dark trees better than the white moths. This helps them hide from animals that might eat them.

Features of a Complete, Accurate Response	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1. Student can name a trait.																												
2. Student can name a variation of a trait.																												
3. Student can match a variation of a trait to the environment. (Student circles the color of the moth that matches the color of the trees.)																												
4. Student uses words that link moth color and survival.																												

Features Consistent with Misconceptions/Problems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1. Student provides no reasoning.																												
2. Student simply describes a personal preference.																												

RESPeCT
Grade 1 Variations in Plants and Animals Module