

CM - Format, Scaffolding, Directions, Variety (Page 1)

The image to the right is one of three. Note the alignment of terms and definitions within the document. This particular item set demonstrates the use of selected response, the instance of which could be improved by the addition of 1-2 reasonable “distractors”.

____ 6. Geologic Time Scale

____ 7. Mass extinction

____ 8. Adaptive advantage

____ 9. Vestigial structure

____ 10. Homologous structures

A. body parts that are similar in related organisms

B. characteristic that allows an organism to be more successful than other organism

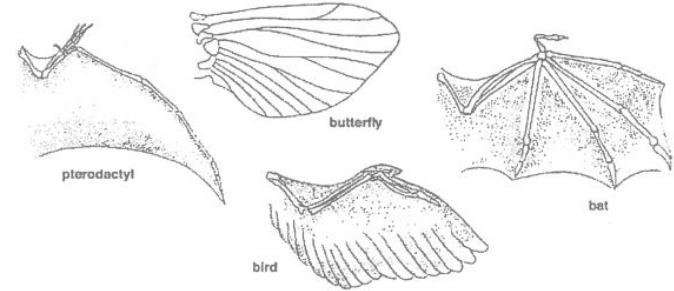
C. body part that appears to be useless to an organism but might have been useful to ancestors

D. dying out of a large number of species in a short period of time

E. chart that divides Earth's history into time periods

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Further into the assessment, it begins to gradually transition into constructed response, broadening the variety of item types offered. Formatting of the images, directions and data table serve to clarify the instructor's expectations, though this could possibly be enhanced by including the standard being addressed.



Compare the structures of the pterodactyl wing, butterfly wing, bat wing, and bird wing shown above. Identify and note similarities as well as differences and record your observations and notes in the data table.

Wing Type	Similarities	Differences
Pterodactyl		
Butterfly		
Bat		
Bird		

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In the final item sample from this assessment, the instructor shifts over to full-on short constructed response. Expectations are clearly made.

To further scaffold understanding, a follow-up question could be asked, such as “Based on your response in Part A, hypothesize what might be shown in Figure 4. Draw the figure, then explain why you believe this to be true.”

Look at the drawing below. What is happening in these figures? Describe how the population is different in figure 3 compared to figure 1. Explain what happened to cause this difference.

