Name: _____ Period: _____

Plants and Body Systems Progress Check OL

"I can" statements	Pre-assessment Questions	How well do I know this objective BEFORE the unit?	Mid-assessment Review Questions	How well do I understand this objective at the time of review?	Test Questions-	My mastery level for this unit's objectives
1. Describe how root & shoot system transport materials and explain transpiration. (10B))	**3, 7, 13**	(___ / 3) X 100 = _____	**3, 7, 13**	(___ / 3) X 100 = _____	**2, 7**	(___ / 2) X 100 = _____
2. Explain function and location of guard cells, stomata, xylem and phloem. (10B)	**1, 2, 12**	(___ / 3) X 100 = _____	**1, 2, 12**	(___ / 3) X 100 = _____	**1, 4**	(___ / 2) X 100 = _____
3. Describe how the parts of a flower work together for sexual reproduction. (10B)	**4, 5, 6, 11,**	(___ / 4) X 100 = _____	**4, 5, 6, 11,**	(___ / 4) X 100 = _____	**3, 9**	(___ / 2) X 100 = _____
4. Explain how hormones elicit responses in plants to stimuli and define tropisms (10B)	**8, 9**	(___ / 2) X 100 = _____	**8, 9**	(___ / 2) X 100 = _____	**5, 6**	(___ / 2) X 100 = _____
5. Compare photosynthesis and cellular respiration reactants and products. (9B)	**14**	(___ / 1) X 100 = _____	**14**	(___ / 1) X 100 = _____	**8, 10**	(___ / 2) X 100 = _____
6. List the levels of organization in order. (10C)	**10, 18, 23**	(___ / 3) X 100 = _____	**10, 18, 23**	(___ / 3) X 100 = _____	**17**	(___ / 1) X 100 = _____
7. Describe the interactions of body systems during different functions. (10A)	**15, 16, 17, 24, 25**	(___ / 5) X 100 = _____	**15, 16, 17, 24, 25**	(___ / 5) X 100 = _____	**11, 12, 13, 14, 15, 16**	(___ / 6) X 100 = _____
8. Describe how carbon cycles through ecosystem and how disruptions affect it. (12D)	**20**	(___ / 1) X 100 = _____	**20**	(___ / 1) X 100 = _____	**19**	(___ / 1) X 100 = _____
9. Describe how nitrogen cycles through ecosystem and how disruptions affect it. (12D)	**21, 22**	(___ / 2) X 100 = _____	**21, 22**	(___ / 2) X 100 = _____	**20**	(___ / 1) X 100 = _____
10. Describe how microorganisms can be helpful and harmful to the health of animals. (11A)	**19**	(___ / 1) X 100 = _____	**19**	(___ / 1) X 100 = _____	**18**	(___ / 1) X 100 = _____

Record your score on the back of this page.

<u>Get your final grade on each assessment from your teacher or SKYWARD:</u>

What is my strength at the unit pre-assessment (my grade)? _____ out of 100%

What is my strength at the unit post-assessment (my grade)? _____ out of 100%

What is my strength on the unit summative assessment (the quiz grade)? _____ out of 100%

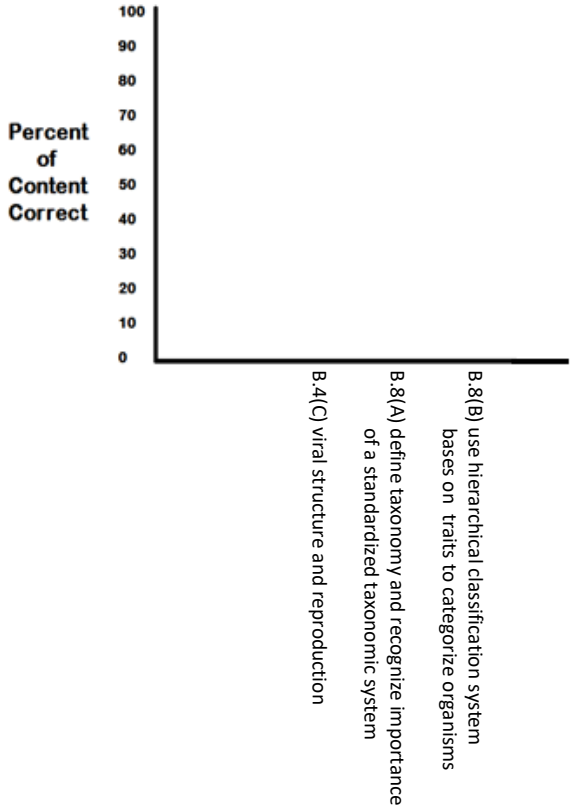
How much did I grow? (test grade – pre-assessment grade) _____% (growth = how much you improved!)

Once you complete the above percentages,
pick up your TEKS test data from your teacher to complete the bar graph on the next page.

Plants and Body Systems Unit

My Progress

Where I Ended

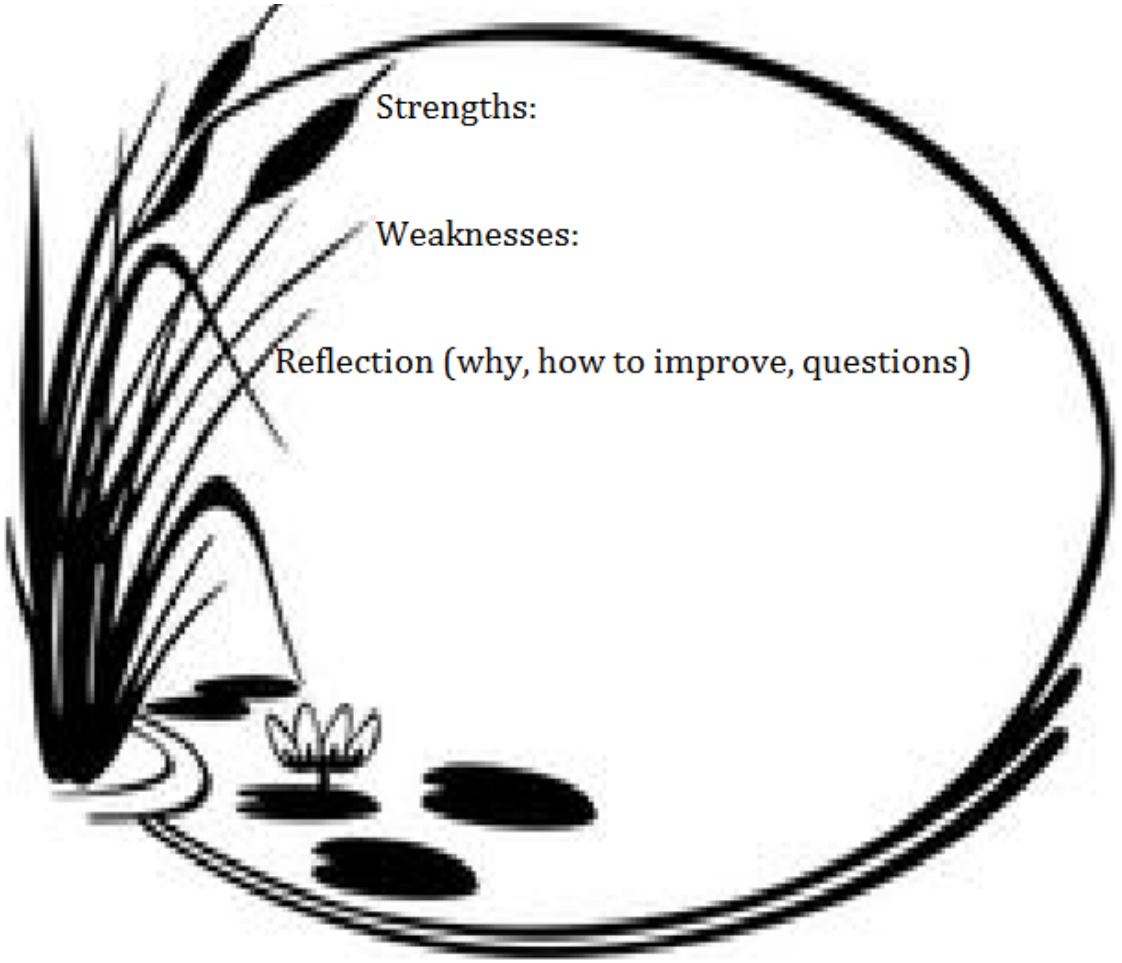


Get the information below from your teacher. Use it to make a bar graph above.

Standard	I CAN Number(s)	% correct
B. 9(B)	5	
B. 10(A)	7	
B. 10(B)	1, 2, 3, 4	
B. 10(C)	6	
B. 11(A)	10	
B. 12(D)	8, 9	

Reflection Pond

In the pond, reflect on your progress. Use the information in the bar graph to find the specific areas you did well in and that you need to improve in. Read each TEK description and reflect on your strengths and weaknesses for that TEK. Reflect on your strengths. Be specific. Why did you do so well in these areas. How can you improve on the areas you are weak in?



Turn this paper in. When it is returned to you it will go in your journal at the end of this unit after your review sheet.