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LIFE SCIENCES GRADE 12

SESSION 1 (LEARNER NOTES)

Page 12 of 55. e . a b a c c. adenine
cytosine . d . P P P P S A S S S . C U

G. QUESTION 1 . 1. Study the
following diagram and answer the
questions that follow. (a) Identify parts
b, d and e. (3)

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HIS THEORY OF EVOLUTION. °

Organism of the same species show a great deal of genetic variation. ° Some have favourable traits. ° While other organisms have unfavorable traits...

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In 1996, the National Assessment of Educational Progress (NAEP) assessed the knowledge and skills of students in the areas of earth science,

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life science, and physical science. It also collected information related to the background of students (grades 4, 8, and 12), their teachers (grades 4 and 8), and the schools they attended (grades 4, 8, and 12). This report is intended primarily for science teachers; hence, the results presented

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relate directly to student performance, classroom practices, and school climate. This report also discusses students' attitudes and beliefs about science. The report is divided into four parts. In the first part (chapter 1), an overview of the assessment is provided. This includes information

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about the framework used in the development of the assessment, a description of how the assessment was administered to students, and an explanation of how to interpret NAEP results. In the second part (chapters 2, 3, and 4), examples of questions and student responses are presented.

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These chapters are divided by grade. The third part (chapters 5 and 6) contains information collected from students, teachers, and school administrators about classroom practices, student motivation, and parental involvement in learning. Finally, the fourth part contains

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Appendices offering a fuller description of the procedures used for the NAEP 1996 science assessment (appendix A), scoring guides for questions discussed in chapters 2, 3, and 4 (appendix B), and standard errors for the statistics presented in the report (appendix C). (WRM)

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The second edition of the Handbook of
Page 44/58

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Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field.

Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections, covering the foundations of test development,

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content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. Keenly aware of developments in the field since the publication of the first edition, including changes in technology, the evolution of psychometric theory, and

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the increased demands for effective tests via educational policy, the editors of this edition include new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed

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responses. The volume also includes expanded coverage of performance testing, validity, fairness, and numerous other topics. Edited by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna, *The Handbook of Test Development*, 2nd edition, is based on the revised

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Standards for Educational and Psychological Testing, and is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education, and academic libraries

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serving these groups.

Science, engineering, and technology permeate nearly every facet of modern

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life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to

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Better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a

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Broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for

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Educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across

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science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have

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sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-

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level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who

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teach science in informal
environments.

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