

# Assessment Answer Key

## Seabirds: Feathered Ocean Mariners

*Note to teachers: The assessment should be used not as a pass-or-fail unit test but as an opportunity to diagnose students' language arts and science skills. We have designed it for students to have their copies of the "Seabirds: Feathered Ocean Mariners" student magazine available for reference as they work on answering the questions. Please use the assessment diagnostically. With struggling readers, take the opportunity to review their answers individually. We hope that the answer key provides suggestions that will help you improve students' reading. The assessment also can be given aloud as part of a class discussion. Most of all, we hope the assessment—and the entire Audubon Adventures program—will develop students' appreciation for and enjoyment of the environment we share.*

**1. Correct answers: b, c.** The answer is found on page 4 of the student magazine in the article "An Uplifting Story." Students who choose either or both of the incorrect answers may be trying to apply prior knowledge about birds instead of recalling or scanning the content of the magazine. This question gets to an important concept about how the habitat of birds and other wildlife is affected by human activities. You might use this as a springboard to a discussion or project about examples in your local community.

**2. Correct answer: b.** The answer is found in the first paragraph of "A Seabird Success Story" on page 3 of the student magazine. The incorrect answers all might seem plausible to a student who is recalling words and images that appear in the magazine without thinking the question through or checking the magazine itself. The reasoning behind the process involved in getting puffins to once again nest off the coast of Maine has several important components. It might help to provide some scaffolding in a whole-class or small-group discussion to ensure students understand the sequence and timing of events in the story. The key concept is that adult puffins return to the area where they were raised when they reach maturity and are ready to breed. For that reason, Steve Kress needed to get some puffin chicks to Eastern Egg Rock, where his team could act as surrogate parents until the chicks were ready to set out to sea. Another key idea is that puffins aren't ready to breed until they are four or five years old, which meant that Kress and his team wouldn't know whether their experiment had worked for several years.

**3. Correct answer: d.** The answer is found in "The Importance of Being Alaska" on page 3 of the student magazine. The incorrect answers are all places that are mentioned in the

student magazine, so a wrong answer is either guessing or faulty/hasty recall. This fact about Alaska is presented in the context of the need to understand where seabirds spend their lives and protect the habitats they depend on in all phases of their life cycles. The article describes the work of a scientist studying seabirds and other marine life, which can lead to a discussion or project about what scientists do and why it matters.

**4. Correct answers: b, c, d.** Answer b (puffins can swim underwater) is found in "Who's Fishing Where?" on page 2, in the description of the puffin's hunting method. Answer c (many seabirds travel thousands of miles a year) is found "Seabirds in Trouble" on page 3 of the student magazine. Answer d (waterproof feathers are an adaptation for survival) is found in the third sentence in the second paragraph on the cover. That answer a is not true is found on page 4 in "What Can You Do?" in the last paragraph. The first sentence of that paragraph states just the opposite. Answering this question correctly is challenging. Students need to determine whether each statement is true or false. Those who choose answer a may be misreading either the statement in the question or the statement in the student magazine. Not choosing b, c, or d could indicate poor reading comprehension, poor scanning skills, or guessing. Each statement can be a discussion-starter.

**5. Correct answer: a.** The answer is found in the last sentence of the first paragraph on the cover of the student magazine. Students who choose answer b or c are probably either simply guessing or guessing based on prior knowledge about seasonal bird migration. Answer d is contradicted by information in the student magazine about the fact that all seabirds get their food from the sea, so choosing this wrong answer indicates guessing. This question is an opportunity to review the life cycle of seabirds, which involves spending most of their lives at sea, coming to land only to nest and raise their young.

**6. Answers will vary.** This may be a challenging concept for many students. The statement reflects the fact that seabirds range far and wide, crossing international boundaries as they do so, and also using habitats on land and at sea. Protecting them in one place does not insure that they can survive and thrive since they spend time in different places and in different habitats, often great distances apart. Effective conservation efforts need to be coordinated internationally. Seabirds are affected by pollution, climate change, habitat loss, and various human activities on land and at sea. Look for students' general understanding that seabird protection crosses boundaries between nations and also between land and sea. The question is a natural springboard to a discussion of threats facing all living things on Earth.