Smarter Balanced Assessment Consortium:

Practice Test Scoring Guide

Grade 7

Published July 1, 2013

Prepared by the American Institutes for Research®

LIFE in the Food Chain

What Do You Have in Common with Corn, Mushrooms, Cows, and Grass?

by Ellen R. Braaf

Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away. How did the sun's energy end up in the things you eat? You can thank green plants. They contain chlorophyll--a substance that traps the energy in sunlight. This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells. This process is called photosynthesis.

Most plants make more food than they need. They store the extra in their roots, leaves, stems, flowers, fruit, and seeds. So, when you eat carrots, spinach, celery, cauliflower, bananas, or walnuts, some of the energy stored in plants passes on to you.

Certain bacteria also make their own food. So do most algae. Found just about everywhere on Earth--in lakes, streams, oceans, deserts, soil, boiling hot springs, snow, and ice--algae range from 200-foot-long kelp to tiny ocean plants called phytoplankton. Living things that make their own food are called producers. All others--including humans--are consumers. They need to eat other living things to survive.

Living Links

Food chains link producers and consumers together. When scientists talk about food chains, they're not talking about the E-Z Burger restaurant chain. They mean the paths along which energy and nutrients pass from one living thing to another in our "eat-or-be-eaten" world. Food chains everywhere--in grasslands and deserts, oceans and tropical rainforests--begin with the producers. They are the first link.

The consumers come next, starting with the plant eaters, or herbivores, the vegetarians of the animal kingdom. Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy

directly from producers. So do the shrimplike krill that dine on one-celled plants in the ocean.

Carnivores, who consume other animals, come next. These predators get energy from plants indirectly. When an owl eats a mouse that nibbled seeds, it tops a three-link chain. But if its prey is a snake that ate a mouse that nibbled seeds, the snake becomes the third link, and the owl, the fourth.

Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain. That's why most chains are short--usually about two to five links--and why it takes a lot of producers at the bottom of a food chain to support a few supercarnivores at the top. It's also why life on Earth depends on a constant supply of sunlight.

Isle Royale: Predators, Prey, and Producers

On Isle Royale--a small, remote island in Lake Superior--wolves, moose, and balsam fir trees are bound together in a three-link food chain. Moose came to the island around 1900. These long-legged herbivores probably swam 15 miles to the island from Canada. There they found moose heaven--lots of plants and no large predators. As a result, they thrived, and their numbers grew. Many lived a long time for moose, about 17 years.

In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants. An 800-pound moose can scarf down 40 pounds of vegetation a day, packing on an extra 200 pounds in just a couple of months. That's like an 80-pound kid gaining 20 pounds over summer vacation by eating 4 pounds of salad every day.

But in winter when food is scarce, moose eat mostly the twigs and needles of balsam fir trees. These meals are much less nutritious than their summer fare, and the moose use up lots of energy plodding through deep snow to feed. They lose all the weight they gained in summer.

Wolves came to Isle Royale around 1950. Scientists think a mated pair probably walked across an ice bridge between the island and Canada. Wolves are the island's only big predators. Their arrival changed the lives of Isle Royale's moose forever.

Ups and Downs

Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another. As more

moose are born on the island, they eat more balsam fir. The more they consume, the more they damage the trees. Stunted trees mean less food. Eventually, there's not enough food to support all the moose. Many starve, and their numbers decrease. With fewer moose dining on them, fir trees gradually recover.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

With fewer predators stalking the moose, more survive to old age. The moose population increases, and the cycle begins again.

834

This question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the sentence that explains what might happen to the food chain if there were no sun.

A) More producers would be needed to support the food chain.
B) Carnivores in the food chain would have to find new things to eat.
C) Some animals in the food chain would die while others would thrive.
D) Almost all living things in the food chain would not get enough energy.

Part B

Now, click on the sentence from the text that supports your answer in part A.

A) Food chains everywhere—in grasslands and deserts, oceans and tropical rainforests—begin with the producers.
B) Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy directly from producers.
C) When an owl eats a mouse that nibbled seeds, it tops a three-link chain.
D) Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain.

This item includes two parts, part A and part B. To receive the full-credit score of 1 point, the student must correctly answer both parts. The correct responses are option D in part A and option A in part B.

836

This question has two parts. First, answer part A. Then, answer part B.

Read the sentence from the text and the directions that follow.

A similar boom-and-bust cycle occurs between predator and prey.

Part A

Click on the phrase that **best** matches the meaning of boom-and-bust in the sentence above.

A) a measurement that rises and falls
B) a cause that has two separate effects
C) a competition between two organisms
D) a relationship that benefits both groups

Part B

Click on an example of boom-and-bust from the text that matches your definition in part A.

A) These predators get energy from plants indirectly.
B) In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants.
C) Scientists think a mated pair probably walked across an ice bridge between the island and Canada.
D) With fewer moose dining on them, fir trees gradually recover.

This item includes two parts, part A and part B. To receive the full-credit score of 1 point, the student must correctly answer both parts. The correct responses are option A in part A and option D in part B.

837

What is the author's reason for including the "Isle Royale" section in the text?

Ⓐ to explain why wolves are Isle Royale's only big predator

Ⓑ to demonstrate how much vegetation a moose can eat in a day

Ⓒ to describe the conditions that can contribute to changes in the food chain

Ⓓ to show that the twigs and needles of balsam fir trees are not an ideal source of food

The correct response, option C, receives a score of 1 point.

838

Which sentence from the passage **best** supports the conclusion that all living organisms are part of the food chain?

Ⓐ The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

Ⓑ The energy in all your food comes from the sun, 93 million miles away.

Ⓒ Food chains everywhere—in grasslands and deserts, oceans and tropical rainforests—begin with producers.

Ⓓ Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another.

The correct response, option A, receives a score of 1 point.

839

Click on **all** the sentences from the excerpt below that support the idea that a high population of moose will lead to a decrease in their numbers.

Ups and Downs

Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another. As more moose are born on the island, they eat more balsam fir. The more they consume, the more they damage the trees. Stunted trees mean less food. Eventually, there's not enough food to support all the moose. Many starve, and their numbers decrease. With fewer moose dining on them, fir trees gradually recover.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

This item requires the student to choose multiple correct responses. To receive the full-credit score of 1 point, the student must choose all four correct responses:

- "The more they consume, the more they damage the trees."
- "Stunted trees mean less food."
- "Many starve, and their numbers decrease."
- "Eventually, there's not enough food to support all the moose."

1064

How does the food chain break down when there are too few predators?

Ⓐ It causes starvation among predators.

Ⓑ It causes overpopulation among prey.

Ⓒ It creates an aging population of predators.

Ⓓ It creates too much food supply for prey.

The correct response, option B, receives a score of 1 point.

When Winning Took a Backseat

by Bruce Nash and Allan Zullo

Scott Bennett and Brad Howes grew up south of Salt Lake City in the fertile valley between the Jordan River and the towering Wasatch Mountains of Utah. The boys lived just far enough apart not to attend the same schools, but close enough to compete in the same leagues in baseball, football, and basketball.

No matter whose team won, Scott and Brad always shook hands and complimented each other on the way they played. The two didn't become close friends because they were always on opposite sides. But the boys grew up admiring each other's athletic skills.

And it was their childhood competition that forged a lasting friendship and set the stage for an extraordinary display of sportsmanship seldom seen in track and field.

It happened while the boys were members of school cross-country teams at Murray High and Brad at nearby Cottonwood High. During meets, as they pounded out mile after mile across the empty fields, Scott and Brad formed an unspoken bond. They learned to respect one another's competitive spirit and strengths. Brad liked to set a blistering pace early in the race, which wore down most other runners who tried to keep up with him. Scott, meanwhile, had a strong finishing kick, which had him breathing down the leader's neck on the final stretch.

Usually, the boys finished first and second when their schools competed. Sometimes Brad won; other times it was Scott who broke the tape first.

Their most memorable race the one track and field coaches still talk about occurred during the 1970 cross-country regional meet, with the winner going to the state finals. The event, held as part of Cottonwood High's homecoming festivities, was run during halftime of the football game between Cottonwood and Murray. Since the schools were only about ten miles apart, the stands were jammed with rooters from both sides.

At halftime, Murray was leading by two touchdowns and threatening to spoil Cottonwood's homecoming. So when Scott and Brad took their places at the starting line, each knew there was a lot more at stake than just a race. Brad felt that by winning he could salvage some of Cottonwood's pride at homecoming. Scott wanted to win to prove that Murray was the best at everything.

There were three other runners in the race, but all eyes were on Scott and Brad when the starter's gun went off. The group circled the track that ringed the football field and headed out the exit for the 2.6-mile cross-country run.

As expected, Brad quickly took the lead in a race that went through the rolling, grassy hills of Sugarhouse Park bordering the school grounds. At the halfway point, Brad had pulled ahead of Scott by nearly 300 yards while the other runners had fallen out of contention.

Despite the gap, Scott wasn't worried. In past races, Brad usually grabbed the lead, but Scott, with his strong finish, often caught Brad on the final stretch. Sticking to his race strategy, Scott steadily gained on Brad. By the time the two reached the stadium, Scott was only a couple of steps behind.

When the pair dashed through the stadium tunnel and onto the track for the final lap, the capacity crowd rose to its feet to cheer the runners who were now racing stride for stride.

But coming around the final turn, Scott cut to the inside to pass Brad and get in position for a sprint down the stretch. Just then, Brad also moved inside and the runners' legs tangled. Both stumbled. Scott managed to keep his feet, but Brad sprawled headfirst onto the track.

Scott ran a few more paces. But suddenly, he became aware of an eerie silence. The crowd that had been shouting moments before fell deathly silent when Brad tripped and hit the ground. So Scott stopped and looked back at his lifelong rival. Brad, whose knees and hands were scraped and bleeding from falling on the cinders, was struggling to regain his feet.

Who won or lost the race no longer mattered to Scott. His friend and competitor was hurt. Scott knew what he had to do went back to help. “Give me your hand, Brad,” said Scott. “Let me help you.”

Brad looked up at Scott, smiled, and said, “Man, you're something else.” Scott pulled his injured rival to his feet but Brad was hurting so badly that he couldn't run very well. So Scott put his arm around Brad and the two began trotting down the final stretch. The thousands of fans in the stands gasped when they saw Scott's gallant gesture and then erupted into thunderous applause.

Shocked by the unexpected spill, the track judges had dropped the tape that marked the finish line. “Get that tape back up!” a coach yelled. “They're coming in together!”

With Brad limping the final 50 yards, and Scott helping him every step of the way, the two competitors crossed the finish line arm in arm. The coaches and the track judges then huddled over what to do about the incredibly unselfish act of sportsmanship they had just witnessed.

“One of the runners has to win, but that doesn't mean the other one has to lose,” said Scott's coach, Sam Moore. “I know Scott wouldn't want to have his victory tainted. I say we give both kids first place.”

Moore's suggestion won unanimous approval from Brad's coach and the judges. The race was declared a dead heat.

“I have never seen such sportsmanship,” said Moore. “I doubt if I ever will again.”

1331

Read the sentences from the text and the directions that follow.

His friend and competitor was hurt. Scott knew what he had to do—he went back to help.

Provide the central idea of the text and describe how Scott's decision fits the story's central idea. Use evidence from the text to support your answer.

Type your answer in the space provided.

A two-point response includes a correct explanation of the central idea of the text and a description of how Scott's decision fits it. The response also includes a correct supporting detail. Correct explanations may include the value of sportsmanship, the idea that winning isn't everything, or other similar responses. Responses are not scored for grammar usage, conventions, or punctuation.

Sample two-point response:

> Scott demonstrated sportsmanship by helping, which is the central theme of the text. As a little boy, Scott learned to shake hands and compliment his competitors. Now he was able to show sportsmanship on his own, because who won or lost the race didn't matter when a lifelong rival was scraped and bleeding from falling. His coach even says, "I have never seen such sportsmanship."

A one-point response includes a correct explanation of the central idea of the text and a description of how Scott's decision fits it. The response does not supply sufficient textual support for the explanation.

Sample one-point response:

> Scott believes that it is more important to help someone in need than to win a race.

A response that does not address the central idea of the text and does not include a correct supporting detail receives no credit.

Sample zero-point response:

> Scott is helpful.

1330

Read the statement and the directions that follow.

The runners used each other's strengths to push themselves to be better.

Give two details from the text that support this conclusion.

Type your answer in the space provided.

A two-point response includes two details from the text that show how the runners used each other's strengths to push themselves to be better. Responses are not scored for grammar usage, conventions, or punctuation.

Sample two-point response:

> The text states that Brad is a fast starter in races. On the other hand, Scott was excellent at finishing races, and Brad knows this. He often tries to get off to the best possible start to gain a lot of ground. Scott tries to keep up with Brad's fast pace, but also is confident he can make up the distance later. The text says, "In past races, Brad usually grabbed the lead, but Scott, with his strong finish, often caught Brad on the final stretch."

A one-point response includes one detail that shows how the runners used each other's strengths to push themselves to be better.

Sample one-point response:

> Scott was the best at strong finishes. This made Brad push himself harder at the end of the races.

A response that does not provide details to support the conclusion receives no credit.

Sample zero-point response:

> Scott is a winner.

1332

Read the sentences from the text that include figurative language. Then, read the directions that follow.

Brad liked to set a blistering pace early in the race, which wore down most other runners who tried to keep up with him. Scott, meanwhile, had a strong finishing kick, which had him breathing down the leader's neck on the final stretch.

Click to select the statement that **best** describes what the use of the underlined phrases "blistering pace" and "breathing down the leader's neck" adds to the reader's understanding.

Ⓐ They create a picture of the heat experienced by the runners.

Ⓑ They establish a serious tone to use throughout the story.

Ⓒ They share the character's experience with the reader.

Ⓓ They show the competitive nature of both runners.

The correct response, option D, receives a score of 1 point.

1337

Read the sentences from the text and the directions that follow.

> Shocked by the unexpected spill, the track judges had dropped the tape that marked the finish line. "Get that tape back up!" a coach yelled. "They're coming in . . . together!"

Explain how the author's use of this dialogue helps the reader understand that the characters reconsidered what it means to be a winner. Use evidence from the text to support your answer.

Type your answer in the space provided.

A two-point response includes a full explanation of how the dialogue helps the reader understand that the characters reconsider what it means to be a winner and a correct supporting detail.

Sample two-point response:

> The dialogue shows that the coach sees the boys coming down the last stretch together. He wants them both to be able to win, so he tells the judges to put the finishing tape back up. This statement draws the reader's attention to the way the boys are finishing the race. Earlier, Scott discovered that being a winner is more than just finishing first. He said, "Give me your hand, Brad. Let me help you," when he saw that his competitor was hurt. At that point, winning or losing the race no longer mattered to him.

A one-point response includes a correct explanation of how the dialogue helps the reader understand that the characters reconsider what it means to be a winner.

Sample one-point response:

> The dialogue shows how Scott comes to understand that being a winner means more than finishing first. It means having good sportsmanship.

A response that does not explain how the dialogue reveals the characters' change in attitude receives no credit.

Sample zero-point response:

> The dialogue shows that the boys help each other.

1333

Read the sentence from the text. Then, answer the question that follows.

Brad felt that by winning he could salvage some of Cottonwood's pride at homecoming.

What does the word salvage mean as it is used in the sentence above?

A) unite
B) restore
C) cement
D) applaud
E) abandon

The correct response, option B, receives a score of 1 point.

1336

Click on the sentences that **best** support the conclusion below. Select **all** that apply.

Despite their sportsmanship, the boys were highly competitive.

A) The two didn't become close friends because they were always on opposite sides.

B) During meets, as they pounded out mile after mile across the empty fields, Scott and Brad formed an unspoken bond.

C) In past races, Brad usually grabbed the lead, but Scott, with his strong finish, often caught Brad on the final stretch.

D) But coming around the final turn, Scott cut to the inside to pass Brad and get in position for a sprint down the stretch.

E) Brad, whose knees and hands were scraped and bleeding from falling on the cinders, was struggling to regain his feet.

F) With Brad limping the final 50 yards, and Scott helping him every step of the way, the two competitors crossed the finish line arm in arm.

This item requires the student to choose multiple correct responses. To receive the full-credit score of 1 point, the student must choose all three correct responses: option A, option C, and option D.

844

John wrote a narrative story for his creative writing class. However, his draft lacks a transition between paragraphs. Read his story and the directions that follow.

> Tonight was activity night, as it was called at my middle school. These nights were a mix of school dance and open gym. Most of the younger boys played sports in the downstairs arena, while the girls and some of the older eighth graders stood against the walls of the upper gym. While the downstairs arena was brightly lit with fluorescent bulbs, the upper gym was dim, and swirls of rainbow light spun on the ceiling. Loud pop music blasted from speakers set up in one corner.
>
> Instead, I usually hung around with my guy friends, ran around, and then went home. But that night, Sarah, a flute player from the band, asked if I'd come and say hi after my game. So I met up with my friends, and we played a short basketball game and, soaked with sweat, headed upstairs to meet up with her.

Write a transition sentence that logically connects the two paragraphs and is consistent with the tone of the narrative.

A two-point response response includes an appropriate transition sentence that is consistent with the tone of the narrative.

Sample two-point response:

> I was nervous that night because I had never spent much time upstairs before.

A one-point response includes a weak transition, or a transition inconsistent with the tone of the narrative.

Sample one-point response:

> I found it unsatisfactory upstairs.

A response that does not include a transition that logically connects the two paragraphs receives no credit.

Sample zero-point response:

> Playing basketball is fun.

854

Lisa is writing an informational essay for her history class. Read a paragraph from her draft and the directions that follow.

> On July 20, 1969, Neil Armstrong, a Korean War veteran, and Buzz Aldrin were the first two humans to land on the Moon. The next day, Armstrong was the first to ever step foot onto the Moon's surface, with Aldrin joining him a few minutes later. While on the surface, the two astronauts collected soil samples, planted a US flag, and spoke to President Richard Nixon, a Republican President from California, through a telephone-radio transmission.

Which **two** details are unnecessary and should be removed from the paragraph?

Ⓐ "July 20, 1969" and "collected soil samples"

Ⓑ "a Republican President from California" and "through a telephone-radio transmission"

Ⓒ "a Korean War veteran" and "a Republican President from California"

Ⓓ "to ever step foot onto the Moon's surface" and "a Korean War veteran"

The correct response, option C, receives a score of 1 point.

856

A student is writing a report for science class. This paragraph from the report contains language that is not appropriate for the audience or the task. Read the paragraph. Then, click on **three** words or groups of words that are too vague or informal for a science report.

> There are loads of reasons to eat organic food. The term "organic" indicates that the food has been grown without pesticides or other chemicals. A consumer who chooses to eat organic food does not consume any of this bad stuff. Crops that are grown organically are nice for the land because farmers do not have to add chemicals to the soil. Growing organic food also improves the lives of farm workers because they can avoid working with poisons. In sum, everyone benefits from the farming of organic food.

This item requires the student to choose multiple correct responses. To receive the full-credit score of 1 point, the student must choose all three correct responses: "loads of," "bad stuff," and "nice."

853

A student is writing an informational report for a business class about cost saving benefits of local programs. Read the paragraph and the question that follows.

> National and state efforts to control spending have led to the development of alternative programs. Companies across the country can encourage their employees to volunteer with state highway cleanup, often referred to as "Adopting-A-Highway." Once a company is responsible for a stretch of highway, volunteers receive safety training to prevent any problems while working on the open road. The cost is minimal to the company, since the state supplies the necessary equipment such as safety vests, signs, and litter bags. In some states, like Connecticut, volunteers do more than pick up trash along the side of the roadway. Volunteers regularly plant shrubs and flowers along the main thruways to beautify public roads. Government programs such as this benefit the public and save precious tax dollars.

Which detail would be the **most** important evidence to include in the report?

Ⓐ There are almost 1 million volunteers who participate in 48 states and Puerto Rico.

Ⓑ Missouri requires volunteers to clean up stretches of highway at least four times a year.

Ⓒ Connecticut has been a participating member of the Adopt-A-Highway program since 1994.

Ⓓ The Adopt-A-Highway program is an education program designed to encourage people to stop littering.

The correct response, option A, receives a score of 1 point.

855

Read this paragraph from a student's research report. Then, click on the sentence that uses commas correctly.

> The island country of Iceland is located east of Greenland west of Norway, and just south of the Arctic Circle. Although it has the word "ice" in its name Iceland is located over a hotspot in the earth's crust. It has many, active volcanoes. One of Iceland's volcanoes erupted in 2010, air travel around the world was affected. A 2011 volcanic event, which was even more powerful than the one the previous year, created a cloud of ash that filled the skies over most of Northern Europe.

The correct response, "A 2011 volcanic event, which was even more powerful than the one the previous year, created a cloud of ash that filled the skies over most of Northern Europe," receives a score of 1 point.

Bat'tling Bugs

Listen to the presentation. Then, answer the questions.

Audio presentation available online.

845

According to the presentation, how do the bats help the farmers?

Ⓐ The bats provide fertilizer for the farmers.

Ⓑ The bats eat bugs that damage the farmers' crops.

Ⓒ The farmers appreciate the beauty of the flying bats.

Ⓓ The tourists who come to see the bats buy the farmers' crops.

The correct response, option B, receives a score of 1 point.

846

Which **two** descriptions **best** help the reader picture the bats?

A) Although they eat a lot, Mexican free-tails are tiny creatures.
B) Like a tea-tray in the sky.
C) Each evening at dusk, hundreds of thousands of Mexican free-tailed bats fly from the cave.
D) From a distance, the spiral looks like a column of thick, dark smoke.
E) Flights are most impressive in July and August, because that's when the baby bats start hunting for food with their mothers.
F) The nightly spectacle has been open to the public since the early 1920s.

This item requires the student to choose two correct responses. To receive the full-credit score of 1 point, the student must choose options B and D.

847

What are some ways in which the Mexican free-tails are unique among bat species? Use at least **two** details from the presentation to support your answer.

Type your answer in the space provided.

A two-point-response includes two details that support the inference that Mexican free-tails are unique among bat species.

Sample two-point response:

> There are a number of ways that the Mexican free-tailed bats are unique among all other bat species. They are the fastest of all bats, flying as fast as sixty miles per hour when they have tailwinds behind them. In addition, they can go higher than any other species of bats, reaching heights of ten thousand feet.

A one-point response includes one detail to support the inference that Mexican free-tails are unique among the bat species.

Sample one-point response:

> Free-tailed bats are the fastest bats.

A response that does not include any details that support the inference that Mexican free-tails are unique among bat species receives no credit.

Sample zero-point response:

> Free-tailed bats fly around a lot.

850

Why is the quotation from the park ranger included at the beginning of the presentation?

Ⓐ to help the listener understand what the formations look like

Ⓑ to tell the listener about the best way to view the formations

Ⓒ to show the listener how the Carroll poem relates to the formations

Ⓓ to show the listener how many Mexican free-tailed bats are in the formations

The correct response, option A, receives a score of 1 point.

851

A student is writing a science report on animals and has narrowed the focus to "The Colony: The Most Organized of All Animal Social Groups." The student must use sources that are trustworthy and appropriate for the topic.

Click on the **best** source for the student to use in the report.

www.biomebasics.net
Tour the world's biomes without leaving your chair! Explore deserts where termite colonies rise like pillars of sand. Swim oceans where coral reefs teem with life. Survey the vegetation and animal populations of grasslands, forests, and tundra. Can you identify the biomes closest to where you live? Which biomes do you think are the most . . . .

www.krazycolonies.com
Remember those ant farms you had when you were a kid? Well, THEY'RE BACK! Surprise your son or daughter with a colony of creepy-cute ants. From behind a crack-resistant wall of plastic, they'll see drones, soldiers, and that all-important queen, bustling about their buggy business. Only $15.99 and the shipping is free . . . .

www.kidsUShistory.com
Founded between 1697 and 1773, the Thirteen Colonies, the original foundation of the United States of America, were situated along the nation's Atlantic coastline. Read colony profiles and firsthand accounts; download maps and pinpoint historic landmarks . . . .

www.talkingaboutanimals.com
What is an animal colony? Jane Fuller answers questions about insects that live in highly organized social groupings. Her answers may intrigue you, especially her discussion of the term "eusocial" and . . .

www.animalinfozone.com
Why some animals live in colonies, and how this form of social organization is a key to their survival. In a paper by Dr. Stephen T. Cora, the author shares the work of biologists who have examined the social groups of ants, termites, bees, thrips, naked mole rats, and more . . . .

The correct response, www.animalinfozone.com, receives a score of 1 point.