

Summative Assessment #2 for Our Picnic, The Study of Matter



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States of Water

Summative Assessment #2

Constructed/ Performance Response

Standard(s) Assessed:
SC.A.1.1.2.1.1, SC.A.1.1.3.1.1

Duration: 20 min.

Description of Assessment Activity:

Students write about and/ or illustrating the states of water and how to change the states of water. A form is available below, or writing/ drawing paper can be used.

Teacher Directions:

Pass out the assessment form or writing paper. Explain to students that they are to write and/or illustrate a picture to tell about the three states of water. Then students write and/or illustrate how to change one state to another. Remember that only the standard is being assessed so teachers are encouraged to assist students who are having motor skill difficulties. Because a rubric is used to evaluate this assessment, the rubric must be explained to the students. Be sure to explain the rubric in first grader terms so that your students understand exactly what you are looking for in their drawings and writings.

Student Directions:

Write you name and the date on your paper. **Writing instructions** - Write to tell about the states of water. You will have a sentence about each state. Then write sentences that tell how to change one state to another. **Illustration instructions** – Draw a picture of each state of water. Then draw a picture to show how to change one state to another.

Scoring Method and Criteria:

A rubric is included with the unit assessments describing the criteria for the different levels of mastery. Students with a majority of criteria in one category receive that category's rating. All criteria need not be present. The rubric was written for teacher use, but all criteria should be explained to the students in first-grade, friendly terminology. This rubric will be used to document mastery. If an unsatisfactory rating is received, the students should be retaught and reassessed.

Name _____

Date _____

States of Water

Rubric

Summative Assessment #2

Standard	Rating			
	<u>Excellent</u> Correct and complete using correct vocabulary	<u>Satisfactory</u> Correct and somewhat complete without correct vocabulary	<u>Developing</u> Correct but no details or incorrect details	<u>Unsatisfactory</u> Made no attempt to answer or answer is totally incorrect
SC.A.1.1.3.1.1 Knows physical properties of ice, water, and steam	<input type="checkbox"/> Writing or illustration clearly identifies ice, water, and steam. <input type="checkbox"/> Clearly describes the physical properties. <input type="checkbox"/> Descriptions are correct, using the words solid, liquid, and gas.	<input type="checkbox"/> Writing or illustration clearly identifies ice, water, and steam. <input type="checkbox"/> Attempts to describe the physical properties. <input type="checkbox"/> Descriptions are correct, but do not correctly use the vocabulary words solids, liquids, and gas.	<input type="checkbox"/> Writing or illustration identifies ice, water, and steam. <input type="checkbox"/> Does not attempt to describe the physical properties, or descriptions are not correct. <input type="checkbox"/> The vocabulary of solids, liquids, and gases is not used.	
SC.A.1.1.2.1.1 Knows the effects of heating and cooling on solids, liquids, and gasses.	<input type="checkbox"/> Writing or illustration clearly depicts the effects of heating and cooling on the states of water. <input type="checkbox"/> Details are correct and the vocabulary words heating and cooling are correctly used.	<input type="checkbox"/> Writing or illustration clearly depicts the effects of heating and cooling on the states of water. <input type="checkbox"/> Details are somewhat complete, but the vocabulary is not present or is incomplete.	<input type="checkbox"/> Writing or illustration attempts to show the effect of heating and cooling on the states of water. <input type="checkbox"/> Details are hard to recognize or not included.	

Students with a majority of criteria in one category receive that category's rating. All criteria need not be present. This is a rubric to be used to document mastery. If an unsatisfactory rating is received, the student should be retaught and reassessed.