

Unit Summative for What Makes Me Who I Am?

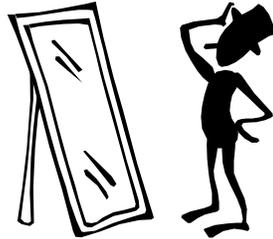


Table of Contents

Item	Page Number
Unit Assessment Instructions	2
Student Instructions	3-5
Unit Assessment Rubric	6-7

Unit Summative

Performance Assessment OR Selected Response

Duration:

Two 55-minute sessions or one 110-minute block

Standard(s) Assessed:

SC.F.2.2.1.5.1, SC.F.2.2.1.5.2, SC.F.1.2.1.5.1, SC.F.1.2.4.5.2, SC.F.1.2.4.5.3,
SC.F.1.2.2.5.1, LA.B.1.2.2.5.4, LA.B.1.2.2.5.4

Description of Assessment Activity:

Picture book: Students create picture books that combine their knowledge of who they have discovered they are. The picture books are created based on a list of expectations and scored with a rubric. These books can be presented in class after being assessed, OR they can be shared with students in lower grades. By being able to communicate such difficult content matter in a simplified version, students communicate their understanding of the SSS.

Teacher Directions:

1. Prior to students doing the assessment, gather the necessary materials and make copies.
2. Pass out the student handouts. Go over each one, making sure students understand the expectations. It may be necessary to create a teacher model so that students can visually see the commendable level of the rubric.
3. As students work, monitor their work and redirect as necessary.
4. Once students complete their books, allow them time to share with classmates.
5. If time permits, allow students to go to classrooms of younger students to share their books or donate them to classrooms of lower grades'.

Student Directions:

1. Put your handouts in your science journal.
2. Listen as your teacher goes over the handouts.
3. Ask questions if you don't understand.
4. Do the assessment to the very best of your ability.
5. Turn in the assessment on time!

Scoring Method and Criteria:

Use the rubric (contained in attached files) that suggests levels of criteria for the picture book.

Unit Assessment

What Makes Me Who I Am? Project Expectations

Students will...

1. Create a picture book that explains the guiding question "What makes me who I am?"
2. Create a character that will be the tour guide. A tour guide is someone who shows you around a place you are visiting. They also explain the history and facts about a place or person.
3. Using words and pictures show what you know about:
 - ☀ Inherited characteristics
 - ☀ Environmental characteristics
 - ☀ How body systems interact
 - ☀ The parts of a plant and animal cell and how these cells are organized to form structures
 - ☀ Why do scientists use different kinds of investigations and what kind do they use?
4. Use all the sources we've used in class to create your project. Resources include your science book, library books, notes, and other summative assessments. Your writing should focus on the topic and use supporting details. A responsible worker will turn in work that is on time, neat, and eye-catching.



How To's

Helpful Hints in Creating Your Picture Book.

The tour guide:

You want to create a character that will be your tour guide. A tour guide is someone who will point out the neat places to look at or facts. So you need to decide:

- ☀ What tour guide will you create? Will he or she be an animal? Person? Cartoon character?
- ☀ What will his or her name be?
- ☀ What will he or she look like?

Setting:

You want to create a setting. For the book to be interesting, there has to be a REASON for writing the book. Our reason is to answer our guiding question, *What Makes Me Who I Am?* As you create your setting, think of these things:

- ☀ How will you write your book in a way that is interesting to younger students? You have to have a setting and reason for the story.
- ☀ Where does your tour guide work? In the human body? In an answer factory? For a tourist stop for aliens who want to know more about the human body? Be creative!
- ☀ To whom is your guide telling the answer? A group of students? A new germ that wants to know more about the body he's invaded?

The content:

Make sure you include all of the items listed on the Project Expectations sheet. To find the answer, you can use the information found in your science journal:

- ☀ Notes taken in class
- ☀ Other assessments
- ☀ Handouts

The appearance:

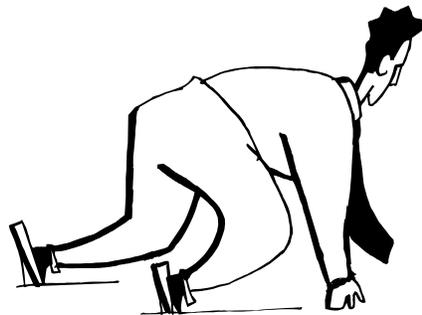
You will be sharing your book with your classmates. Maybe you will even get a chance to read it to younger students. You want to make sure the work is neat, eye-catching, and colorful. To do this, try the following:

- ☀ Do a "sloppy copy" first, and then do your real work on the construction paper.
- ☀ On your good copy, try not to make too many erasures or scribble marks.
- ☀ You can type the information, print it and then put it into your book. Or you can hand print it neatly. Remember, younger students may be reading this. You want them to be able to read your writing!
- ☀ Try to add lots of colorful pictures that will help picture what you mean.

- ☀ The pictures can be taken from many places. You can take them from the computer, or draw them by hand. You can cut them out of magazines or the newspaper. Try to make your cut marks neat. Don't have jagged lines or rips and tears.

Getting started:

1. Look at your rubric and make sure you understand how to get full credit.
2. Decide on your tour guide. Maybe draw him and then keep his drawing out. Now you can look at him while you figure out how you will write your book.
3. Gather your materials so you can answer all the content items.
4. Make a sloppy copy on a piece of paper. Begin writing your story first! This is the most important part of the whole book!
5. Once you have the story, then start drawing your pictures.
6. Check and double check your sloppy copy for mistakes. Fix them all!
7. Gather the things you will need for your picture book.
 - ☀ Construction paper
 - ☀ Glue
 - ☀ Crayons or drawing pencils
 - ☀ Any pictures from the computer or magazines
8. When you are done, put the story on construction paper and add pictures.
9. Pay attention when your teacher tells you how to put the book together.
You need a title page (title of your book and your name).
Hole punch the sides.
Put it together with string.
10. Practice telling your story!
11. Present your book to the class.
12. Ready? Get set? Go!



				Total Points
	Great Work! You completely explained:	Acceptable Work You explained:	Needs Changing You didn't show or explain:	
SC.F.2.2.1.5.1	<ul style="list-style-type: none"> The characteristics of an organism are inherited from the genetic ancestor. You gave examples. 	<ul style="list-style-type: none"> The characteristics of an organism are inherited from the genetic ancestor. You may not have given examples. 	<ul style="list-style-type: none"> You understood the idea that characteristics are inherited. No examples were given. 	
SC.F.2.2.1.5.2	<ul style="list-style-type: none"> The characteristics of an organism can result from the organism's interaction with the environment. You gave examples. 	<ul style="list-style-type: none"> The characteristics of an organism can result from the organism's interaction with the environment. You may not have given examples. 	<ul style="list-style-type: none"> You understood the idea that characteristics are inherited. No examples were given. 	
SC.F.1.2.1.5.1	<ul style="list-style-type: none"> The body systems interact. You gave examples. 	<ul style="list-style-type: none"> How the body systems interact. You may not have given examples. 	<ul style="list-style-type: none"> You understood how body systems interact. No examples were given. 	
SC.F.1.2.4.5.2	<ul style="list-style-type: none"> Parts of plants and animal cells. You gave examples. 	<ul style="list-style-type: none"> The parts of plants and animal cells. You may not have given examples. 	<ul style="list-style-type: none"> You understood the parts of plants and animal cells. No examples were given. 	
SC.F.1.2.4.5.3	<ul style="list-style-type: none"> How similar cells are organized to form structures. You gave examples. 	<ul style="list-style-type: none"> How similar cells are organized to form structures. You may not have given examples. 	<ul style="list-style-type: none"> You understood how similar cells are organized to form structures. No examples were given. 	
SC.F.1.2.2.5.1	<ul style="list-style-type: none"> Why scientists use different kinds of investigations. 	<ul style="list-style-type: none"> Why scientists use different kinds of investigations. 	<ul style="list-style-type: none"> Why scientists use different kinds of investigations. 	
LA.B.1.2.2.5.1	<ul style="list-style-type: none"> You had steady focus on your topic. The tour guide gave information about the content. The tour guide seemed to be telling a story to the reader. The story had a setting and a reason for being told. 	<ul style="list-style-type: none"> You maintained some focus on your topic through the use of your tour guide. The tour guide was informative about the content. There seemed to be a story and a setting, but it wasn't very clear. 	<ul style="list-style-type: none"> You didn't have a tour guide to help you maintain focus on the content. The tour guide did not give information about the content. There didn't seem to be any kind of story. 	
LA.B.1.2.2.5.4	<ul style="list-style-type: none"> You used many sources. You gave plenty of supporting details, and facts to say more about your topic. Your tour guide was able to share lots of details in a unique and interesting way. 	<ul style="list-style-type: none"> You used some sources You used supporting ideas, details and facts to develop your topic. Your tour guide shared some details. 	<ul style="list-style-type: none"> You used very few sources. You didn't include many details or facts. The tour guide didn't give any information appropriate to the story. 	
Pictures	<ul style="list-style-type: none"> All of your pictures or diagrams are wonderful! They clearly illustrate the story. 	<ul style="list-style-type: none"> You have some wonderful pictures or diagrams. Some of the pictures or diagrams you chose may not clearly illustrate the story. 	<ul style="list-style-type: none"> The pictures or diagrams you chose do not illustrate the story. 	
Ethical and responsible workers	<ul style="list-style-type: none"> Your work is neat. Pictures are colorful and neatly cut out. Text is either typed or handwritten neatly. 	<ul style="list-style-type: none"> Your work is <i>somewhat</i> neat. There are areas that are not neat. Pictures are not cut out neatly. Words and sentences have errors. 	<ul style="list-style-type: none"> Your work and pictures are <i>not</i> neat. Next time, try to work on the way your project looks. 	

Additional Rubric Notes:

Please note that specific points have not been given to each category. This is done intentionally so the teacher can adjust the rubric as needed for his/her classroom. These changes can be made after the document has been downloaded to the computer.