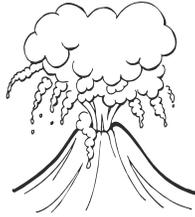


# Summative Assessment 1 for Bedlam in Bedrock



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## Assessment Instructions

**Assessment Activity Title:** Summative Assessment 1, Earth Explorer Project 1 - For Day 6 and Earth Explorer Project 2 for Day 10  
Assessment Form: Summative  
Type of Assessment: Performance Response

**Duration:** These projects will take one week each and are to be completed by the student at home.

**Standard (s) Assessed:**

Project 1: SC.D.1.2.2.3.1, SC.D.1.2.3.3.1, SC.H.1.2.5.3.1, and SC.H.3.2.1.3.2

Project 2: SC.D.1.2.1.3.1, SC.D.1.2.4.3.1, SC.D.1.2.5.3.1, SC.H.1.2.5.3.1, and SC.H.3.2.1.3.2

**Description of Assessment Activity:** This is a performance response summative. Students create one project for each week of the unit for a total of two projects by the end of the unit. The projects are creative responses to the SSS taught during the unit. The projects are displayed and presented informally to the class.

**Teacher Directions:**

**Prior to the Assessment:**

1. Download and make copies of student handouts of Summative Assessment 1, Earth Explorers projects 1 and 2, and Rubric for Summative Assessment 1, one of each per student (See Extensions).
2. Remind students that in the next two weeks they will be learning about changes in the Earth's surface.
3. Tell students that since this material is so exciting, you thought they might want to create some projects to show what they have learned.
4. Distribute copies of the Earth Explorers project (Project 1 or Project 2, whichever is being assigned at the time) and copies of the Rubric for Summative Assessment 1.
5. Read and discuss the informational texts about the projects and the rubric. Allow time for student questions and discussion.

6. Inform students that the Earth Explorers Projects will be assessed according to the rubric criteria.
7. Ask if there are any questions.
8. Inform students of the due date for the project.
9. Encourage students to take the papers home and share them with their parents.

During the assessment:

1. The teacher asks questions to the class after each presentation. The questions should revolve around the criteria for the projects. For example: Did the student include a sketch or a diagram? Did the student include information about the water cycle? This will provide an opportunity for the class to see what was required and to review the concepts.

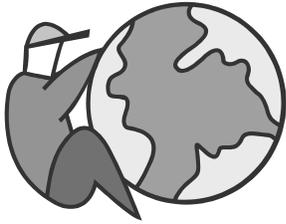
Student Directions:

1. Listen as I go over the criteria for your project. You may read along as I read aloud. (Teacher reads and discusses the project directions and the criteria specified on the rubric.)
2. Do you have any questions? (Teacher answers students' questions and clarifies if necessary.)
3. Fill in the project due date on the last page of the project directions. (Teacher writes the date on the board.)
4. Take these papers home and share them with your parents.

Scoring Method and Criteria:

The Rubric for Summative Assessment 1 is used to assess Projects 1 and 2. If a scoring scale is needed, assign 5 points for each criteria in the Enlightened Explorer column, 3 points for each criteria in the Effective Explorer column, and 0 points for each criteria in the Emerging Explorer column. A suggested point conversion might be: 15=A, 13-11=B, 9=C, 6=D, 3-0=F.

## Summative Assessment 1



# Earth Explorers Project 1

SC.D.1.2.2.3.1, SC.D.1.2.3.3.1, SC.H.1.2.5.3.1, and SC.H.3.2.1.3.2

Your challenge as an **Earth Explorer** is to create a project that includes both of the following science concepts:

1. Approximately 75% of the surface of the Earth is covered by water.
2. Stages of the water cycle (evaporation, condensation, precipitation)
  - ❖ Your project should include at least one sketch, diagram, or model (to show your understanding of the scientific concepts listed above).
  - ❖ Your project should also include a list of all reference materials you used to obtain information related to science concepts. The list should include the **title** and **author** of the each reference material.

Be creative! Use a variety of reference materials to learn about the science concepts. Then decide upon an idea for your project. Below are some suggestions:

- ❖ Make a mobile. Include a paragraph with a title, your name, and the fact that 75% of the earth's surface is covered with water. Then add pictures with labels to identify the stages of the water cycle (evaporation, condensation, precipitation). The pictures should be in the correct order of the water cycle.
- ❖ Write a song or poem about the Earth's surface being 75% water and the stages of the water cycle (include evaporation, condensation, and precipitation).
- ❖ Pretend you are a TV reporter and you are interviewing the Sun, Earth, and Water. Write your interview so that Earth tells how much of its surface is covered by water. Also, ask each character to explain his role in the water cycle as related to the stages (evaporation, condensation, and precipitation).
- ❖ Show the water cycle using everyday materials (like in an experiment). Give the rest of the class a labeled diagram or sketch of the stages of the water cycle. Also make sure you include how much of the Earth's surface is covered by water.
- ❖ Make a diagram to show the stages of the water cycle. Remember to label the stages and include the fact that approximately 75% of the Earth's surface is covered by water.
- ❖ Make a diorama model of the water cycle. Label each of the stages (include evaporation, condensation, and precipitation). On a separate sheet of paper explain that about how 75% of the Earth's surface is covered by water. Then write a brief paragraph explaining the stages of the water cycle.
- ❖ Remember! These are just suggestions. You can create a different project. Just make sure you ask the teacher to approve your idea first and include all the listed criteria mentioned above.

Your Earth Explorers Project 1 is due on \_\_\_\_\_.

## Summative Assessment 1



SC.D.1.2.1.3.1, SC.D.1.2.4.3.1, SC.D.1.2.5.3.1,  
SC.H.1.2.5.3.1, and SC.H.3.2.1.3.2

Your challenge as an **Earth Explorer** is to create a project that includes both of the following science concepts:

1. Smaller rocks come from the breaking and weathering of bedrock and larger rocks.
  2. Landforms change over time.
    - A. Slow changes – Processes of weathering and erosion
    - B. Fast changes – Volcanoes, Earthquakes, Hurricanes
- Your project should include at least one sketch, diagram, or model (to show your understanding of scientific concepts).
- Your project should also include a list of all reference materials you used to obtain information related to science concepts. The list should include the **title** and **author** of the each reference material.

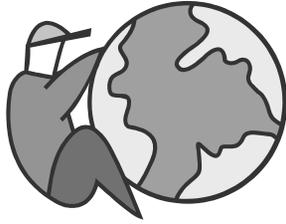
Be creative! Use a variety of reference materials to learn about the science concepts. Then decide upon an idea for your project. Below are some suggestions:

- SiteMaker report – SiteMaker is a web-authoring tool located at <http://www.beaconlearningcenter.com>. The tool guides students through the process of creating a report and provides graphics for their report.

If you are interested in this activity please see the teacher for more information.

- Demonstrations
- A poster display
- Make a book
- Tape an interview with a geologist, asking him/her to explain the concepts mentioned above.
- Give an oral report using sketches, diagrams, and/or models of various ways landforms can change.
- Draw a mural of a land location showing examples of weathering and erosion. Include pictures of ways landforms can be changed quickly, too.
- Write a creative story about the life of a small rock that goes through all the changes mentioned in the science concepts above.
- Think of your own idea. Just make sure you ask the teacher to approve your idea and include all the listed criteria.

Your Earth Explorers Project 2 is due on \_\_\_\_\_.



## Rubric for Summative Assessment 1 Earth Explorers Projects 1 and 2

Project 1 - SC.D.1.2.2.3.1, SC.D.1.2.3.3.1, SC.H.1.2.5.3.1, and SC.H.3.2.1.3.2  
 Project 2 – SC.D.1.2.1.3.1, SC.D.1.2.4.3.1, SC.D.1.2.5.3.1, SC.H.1.2.5.3.1, and  
 SC.H.3.2.1.3.2

	<b>Enlightened Explorer</b>	<b>Effective Explorer</b>	<b>Emerging Explorer</b>
<b>Science Concepts</b>	Your project includes <b>all</b> of the listed science concepts.	Your project includes <b>some</b> of the listed science concepts.	Your project <b>does not</b> include the listed science concepts.
<b>Sketches, Diagrams, and Models</b>	Your project includes <b>a</b> sketch, diagram, or model.	Your project includes a sketch, diagram, or model, <b>but</b> some details are missing.	Your project <b>does not</b> include a sketch, diagram, or model.
<b>Reference List</b>	Your list includes a reference for <b>all</b> of the materials you used for your project. You included the title <b>and</b> author for each reference material.	Your list is <b>incomplete</b> in some way.	You <b>did not</b> use reference materials and/or your list is incomplete.

If a scoring scale is needed, assign 5 points for criteria in the Enlightened Explorer column, 3 points for criteria in the Effective Explorer column, and 0 points for criteria in the Emerging Explorer column. A suggested point conversion might be: 15=A, 13-11=B, 9=C, 6=D, 3-0=F.