

Day Sky, Night Sky Counting Summative #4 Assessment for Sky High Counting

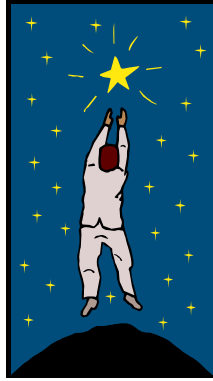


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Day Sky, Night Sky Counting

Summative #4

Performance Assessment
Administer on Days 10 and 11 of the unit

Duration:

Students have been constructing this book during the entire unit. Pages nine and ten of the book, the pages with nine and ten yellow dots, will be the only pages assessed.

Standard (s) Assessed:

LA.B.1.1.1.K.1, LA.B.1.1.2.K.1, MA.A.1.1.1.K.1, MA.A.1.1.2.K.1, MA.A.1.1.3.K.1, SC.E.1.1.1.K.1, SC.E.1.1.2.K.1, SC.E.2.1.1.K.1

Description of Assessment Activity:

Using the *Day Sky, Night Sky Counting Book* that students have created as the assessment evidence, students will be evaluated on the various standards. Individual conferences will be used for students to demonstrate their knowledge.

Teacher Directions:

1. Collect the students' completed *Day Sky, Night Sky Counting Book*.
2. **Language Arts** – Use pages nine and ten to determine students' mastery of LA.B.1.1.1.K.1, LA.B.1.1.2.K.1.
3. **Math** - In individual conferences, have the student count the yellow dots on page ten using one-to-one correspondence (MA.A.1.1.1.K.1). Turn to any other page in the book and ask the student to look at the page and tell how many yellow dots are on the page (MA.A.1.1.2.K.1). Look at various pages to determine whether the proper number of yellow dots was used on each page as indicated by the written numeral attached to the page (MA.A.1.1.3.K.1).
4. **Science** – In individual conferences, use page nine for students to demonstrate day sky and sun position information (SC.E.1.1.1.K.1, SC.E.1.1.2.K.1). Specifically ask about the sun's position if it is not discussed on page nine in the dictated story (SC.E.1.1.2.K.1). Use page ten of the book to evaluate students' knowledge of objects in the night sky (SC.E.2.1.1.K.1). If students have demonstrated the science knowledge while drawing and dictating their stories for pages nine and ten, no further discussion is necessary, however, if the students' knowledge is not evident from their drawings and dictations, students should be asked specific questions to determine their knowledge.
5. All data should be recorded on the record sheet using the key and criteria provided.

Student Directions:

I will be asking you questions about your yellow dot book you made. Be sure to touch the dots when you are counting. Tell me what you have learned about the sun and the day and night sky.

Scoring Method and Criteria:

A record sheet is attached that gives specific criteria for mastery. Since we are teaching for mastery, assessment will continue until students master these standards.

Possible Inquiries for Science Assessment

(To be used with the students' Day Sky, Night Sky Counting Books)

These are possible inquiries that may need to be asked of students. Some students may display knowledge of the standards assessed in their individual illustrations and dictated stories. Other students may need some of these (or similar) inquiries asked in order for the teacher to determine knowledge.

1. If there is a sun in the illustration on page 9, tell the student to look at the sun in the picture and:
 - Tell what time of day the sun tells us it is.
 - Point to the part of the sky where the sun would be in the morning.
 - Point to the part of the sky where the sun would be at noon (lunch time).
 - Point to the part of the sky where the sun would be just before dark.

2. If there is no sun in the illustration on page 9, tell the student to:
 - Point to the part of the sky where the sun would be in the morning.
 - Point to the part of the sky where the sun would be at noon (lunch time).
 - Point to the part of the sky where the sun would be just before dark.

3. Looking at the illustration on page 10 of the student's book, tell the student to:
 - Tell what the student drew in their night sky.
 - Tell what else **could be** in the night sky.
 - Tell what cannot be in the night sky but is in the day sky instead.

Language Arts

Use the following key:

* **mastery** (always), + **partial mastery** (sometimes), - **no mastery** (seldom/never)

	LA.B.1.1.1.K.1 Uses prewriting strategies -draw pictures (All components of the drawing should be relevant to the topic.)	LA.B.1.1.2.K.1 Dictates messages - story (Dictation should correlate with the picture drawn, with no irrelevant information.)
Students	Date - Evaluation	Date - Evaluation
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Math

Complete the table by **highlighting** the numerals that indicates numbers correctly counted/displayed.

	MA.A.1.1.1.K.1 Counts up to 10 or more objects using verbal names and one-to-one correspondence. * Use the book page with ten yellow dots.	MA.A.1.1.2.K.1 Uses numbers and pictures to describe how many objects are in a set (to 10 or more) * Use various pages from the yellow dot book.	MA.A.1.1.3.K.1 Uses sets of concrete materials to represent quantities, to 10 or more, verbal or written form. * Observe various pages from the yellow dot book.
Students	Date – Numbers correct	Date – Numbers correct	Date – Numbers correct
1.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
2.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
3.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
4.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
5.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
6.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
7.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
8.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
9.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
10.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
11.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
12.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
13.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
14.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
15.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
16.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
17.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
18.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
19.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
20.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

Part 3: Science

Use the following key:

* **mastery** (always), + **partial mastery** (sometimes), - **no mastery** (seldom/never)

	SC.E.1.1.1.K.1 Knows that the sky looks different during the day than it does at night. (Colors used and objects in the sky are appropriate.)	SC.E.1.1.2.K.1 Knows that the position of the sun in the sky appears to change during the day. (Draws sun in various positions or explains positions of the sun.)	SC.E.2.1.1.K.1 Knows some of the objects seen in the night sky. (Draws and identifies orally, various objects in the night sky.)
Students	Date - Evaluation	Date - Evaluation	Date - Evaluation
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
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