Birds of New Mexico Assessment Plan

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| **Day** | **Objectives/Standards** | **Accommodations** | **Pre-Assessment** | **Formative**  **Assessment** | **Summative**  **Assessment** |
| Day One | Students will be able to  -identify the conclusion, and clues that led to the conclusion, of the story *What Makes a Bird a Bird* by May Garelick  -describe the basic anatomy of a bird including its beak, feathers, hollow bones, and talons  [CCSS.ELA-LITERACY.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea. | -Students who have trouble keeping their train of thought while writing will be given the option to speak their answer out loud. The teacher will then write this answer word-for-word in their scientist journal.  -Sentence starters will be given for students who have trouble starting their answer to a question. | During the pre-assessment quiz students were asked to label the basic anatomy of a bird. This tested students' previous knowledge of bird anatomy and important body parts. | Observation and questioning of the students during the read aloud and "dress a bird" activity will help the teacher gauge student understanding. | At the end of the lesson, the students will be asked to write a their conclusions to the questions "What makes a bird a bird?" and "Describe the most important parts of a bird." This will help the teacher see student growth and understanding. |
| Day Two | Students will be able to  -describe how bird's beaks are adapted based on the type of food they eat  -identify different features of birds feathers that help birds fly  -discuss what camouflage is and how it helps mother birds.  3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive  less well, and some cannot survive at all. | -Students who have trouble keeping their train of thought while writing will be given the option to speak their answer out loud. The teacher will then write this answer word-for-word in their scientist journal or in their exploration guide.  -Sentence starters will be given for students who have trouble starting their answer to a question.  -Students who have trouble working on their own exploration page while working in a group setting will be given the option to fill out the page with a partner. The page will then be copied and put in both students' scientist journals. | During the pre-assessment quiz students were asked, "Why do birds have different size and shape beaks?" This tested what students know about beak adaptations. The students were also asked, "What adaption does a bird have to help it fly?" This tested students’ previous knowledge of wing adaptations. | Questioning and observation will be used by Mrs. Van Dorp and Ms. Stark to assess student understanding in the bird beaks and feather small group stations. Observation will be used by both teachers to assess the progress and understanding of the camouflage station.  The teacher will also review the exploration guides students fill out at each station in order to get a better gauge of student understanding. | At the end of the lesson, the students will be asked to write a their conclusions to the questions "Why are bird beaks different shapes and sizes?", "What helps a bird fly?", and "What is camouflage and why do birds have it?" This will help the teacher see student growth and understanding. |
| Day Three | Students will be able to...  -list the five necessary parts of a habitat (food, water, shelter, air, space)  -design a plan to create a bird habitat outside classroom  3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive  less well, and some cannot survive at all. | -Students who have trouble keeping their train of thought while writing will be given the option to speak their answer out loud. The teacher will then write this answer word-for-word in their scientist journal.  -Sentence starters will be given for students who have trouble starting their answer to a question.  -Students who have trouble working on their own exploration page while working in a group setting will be given the option to fill out the page with a partner. The page will then be copied and put in both students' scientist journals. | During the pre-assessment quiz students were asked to "List five things a bird needs to survive..." This question tested students' previous knowledge of the essential parts of a habitat. | Questioning and observation will be used to gauge student understanding during the habitat inquiry, formal introduction of a habitat, and the student’s habitat plan for outside. | At the end of the lesson, the students will be asked to write a scientist conclusion statement about what they learned about what is necessary in a bird habitat. This will help the teacher gauge the students’ knowledge growth. |
| Day Four | Students will be able to:  -construct a birdhouse with a partner  -construct a birdfeeder  -design a bird habitat containing proper food, water, shelter, air, and space  3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive  less well, and some cannot survive at all. | -Students who have trouble keeping their train of thought while writing will be given the option to speak their answer out loud. The teacher will then write this answer word-for-word in their scientist journal.  -Sentence starters will be given for students who have trouble starting their answer to a question. | During the pre-assessment quiz students were asked to "List five things a bird needs to survive..." This question tested students' previous knowledge of the essential parts of a bird habitat. | Observation and questioning will be used to help gauge student understanding and progress during this lesson.  The design plan the class makes as a group will be used to gauge student understanding of bird habitats and their necessary components. | At the end of the lesson, the students will be asked to write a scientist conclusion statement about what they have included in their bird habitat and why that will attract birds. The students will also be asked to predict when the first birds will come. |
| Day Five | Students will be able to:  -comprehend story about birds told by the Navajo storyteller  -construct a response poem based on the Navajo storyteller's story  [CCSS.ELA-LITERACY.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  [CCSS.ELA-LITERACY.W.3.10](http://www.corestandards.org/ELA-Literacy/W/3/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | -Sentence starters or suggestions will be given to students who have trouble coming up with ideas during the listening response poem.  -Students who have trouble keeping their train of thought while writing will be given the option to speak the lines of their poem out loud. The teacher will then write what is suggestion in the poem's outline accordingly. | During the pre-assessment quiz students were asked, "Do you know any Navajo stories that have birds in them? If so, write about it here:" This question tested students' previous knowledge of bird related Navajo stories | Observation and questioning will be used to gauge student understanding during the story telling.  The teacher will take note of what questions the students as the Navajo storyteller in order to gauge their understanding and comprehension of the story. | After listening to the story, students will be constructing a listening response poem in lieu of their scientist conclusions journal today. This listening response poem will guide the teacher into understanding about the students’ comprehension of their story and of their emotional response to the story. |
| Day Six: | Students will be able to:  -work together collaboratively to compile research on assigned bird  -identify necessary research information in books, videos, and websites  [CCSS.ELA-LITERACY.W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  [CCSS.ELA-LITERACY.W.3.2.A](http://www.corestandards.org/ELA-Literacy/W/3/2/a/) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  [CCSS.ELA-LITERACY.W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/) Conduct short research projects that build knowledge about a topic.  [CCSS.ELA-LITERACY.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  [CCSS.ELA-LITERACY.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.  [CCSS.ELA-LITERACY.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. | -Students who have trouble keeping their train of thought while writing will be given the option to speak their answer out loud. The teacher will then write this answer word-for-word for either their research notes or final writing piece.  -Sentence starters will be given for students who have trouble starting sentences based on a topic.  -Students who have trouble self-assessing their own behavior when working in a group will be given a rubric at their desk. These students will be given updates on how well they are doing throughout the lesson, in order to help them self-correct and learn how to manage their own behavior. | During the pre-assessment quiz students were asked, "Name five birds found in New Mexico." This question tested students' previous knowledge and experience with New Mexico birds. | Questioning and observation will be used to help gauge student progress during the research phase. | At the end of this lesson, the teacher will look to the team's research checklists in order to gauge student understanding and progress. The teacher will also look in the students’ scientist journals at the two things they wrote down that they learned and their one goal for tomorrow's research time.  The teacher will also be using the group work rubric to assess how well students are staying on task and working together collaboratively. |
| Day Seven | Students will be able to:  -work together collaboratively to compile research on assigned bird  -identify necessary research information in books, videos, and websites  -Construct informative writing for a webpage about their research  CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to  aiding comprehension.  CCSS.ELA-LITERACY.W.3.7  Conduct short research projects that build knowledge about a topic.  CCSS.ELA-LITERACY.W.3.6  With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to  interact and collaborate with others.  CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main  idea.  CCSS.ELA-LITERACY.SL.3.1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3  topics and texts, building on others' ideas and expressing their own clearly. | -Students who have trouble keeping their train of thought while writing will be given the option to speak their answer out loud. The teacher will then write this answer word-for-word for either their research notes or final writing piece.  -Sentence starters will be given for students who have trouble starting sentences based on a topic.  -Students who have trouble self-assessing their own behavior when working in a group will be given a rubric at their desk. These students will be given updates on how well they are doing throughout the lesson, in order to help them self-correct and learn how to manage their own behavior. | During the pre-assessment quiz students were asked, "Name five birds found in New Mexico." This question tested students' previous knowledge and experience with New Mexico birds. | Questioning and observation will be used to help gauge student progress during the research phase. | The teacher will be using the group work rubric to assess how well students are staying on task and working together collaboratively.  The teacher will be using the writing rubric to assess the student's use of punctuation, capitalization, and spelling in their writing for the research webpages. |
| Day Eight | Students will be able to:  -verbally describe with a clear, loud voice the research their group found about their assigned bird  -listen and comprehend information given in other group presentations  [CCSS.ELA-LITERACY.SL.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | -Students who are nervous about speaking in front of the class will be given the option to bring a notecard with them with sentence starters on it. | N/A - Students have not been pre-assessed on their oral report abilities in front of the class. | Questioning and observation will be used to gauge the students’ growth and confidence speaking during their preparation time for the presentation. | The teacher will be using the presentation rubric to assess how well students prepare for their presentation, as well as how clearly they speak during the presentation. |