

Evidence Standard 9

Student Reflections & Journals

Explain how the water cycle works

The sun makes water rise this Evaporating water turns gas Condensation turns back to water Precipitation

Observations

Observations
green water
precipitation
Observations

Directions: Draw a picture of each tree. Differences and explain in a sentence the difference between the two.

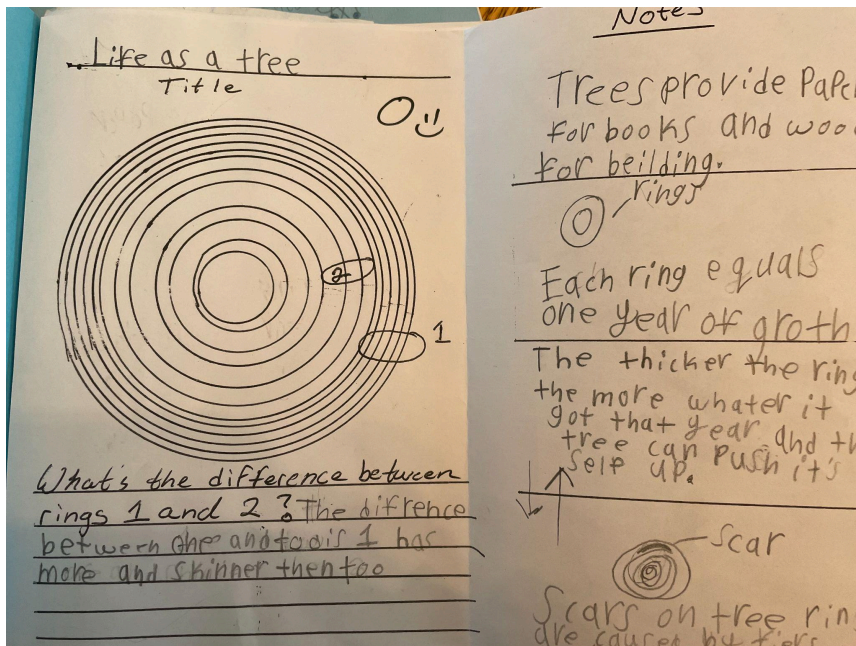
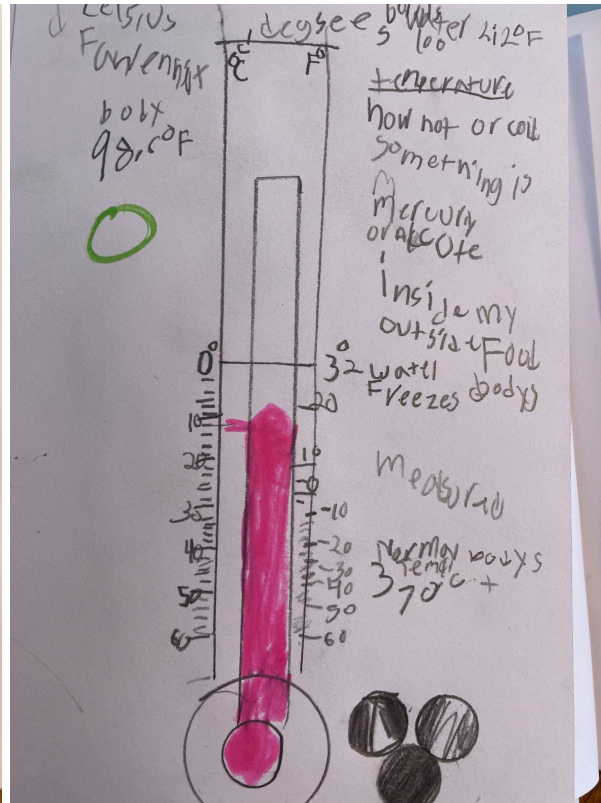
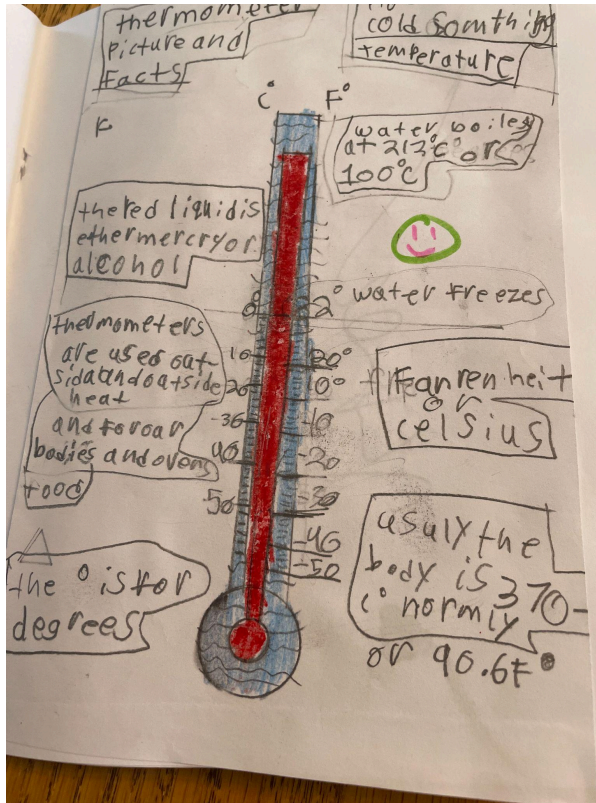
Trees

coniferous (handwritten: *evergreens*)
needles
cones

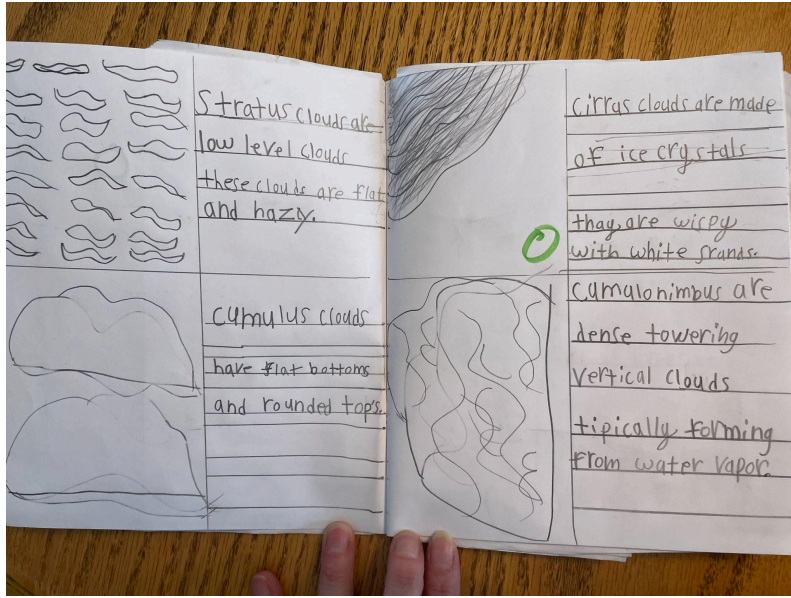
deciduous (handwritten: *deciduous*)
leaves
above

in evergreen trees
trees have roots
if ground is narrow
deciduous

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Edible Science Journal

<https://docs.google.com/document/d/1k45Pw31e0ZxMG1VSPytjuigt3IN48aqCeyq5IC74qXw/edit?usp=sharing>

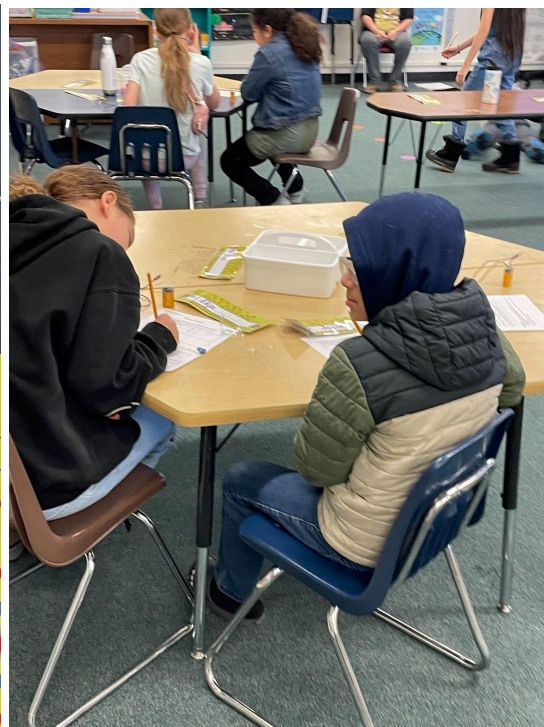
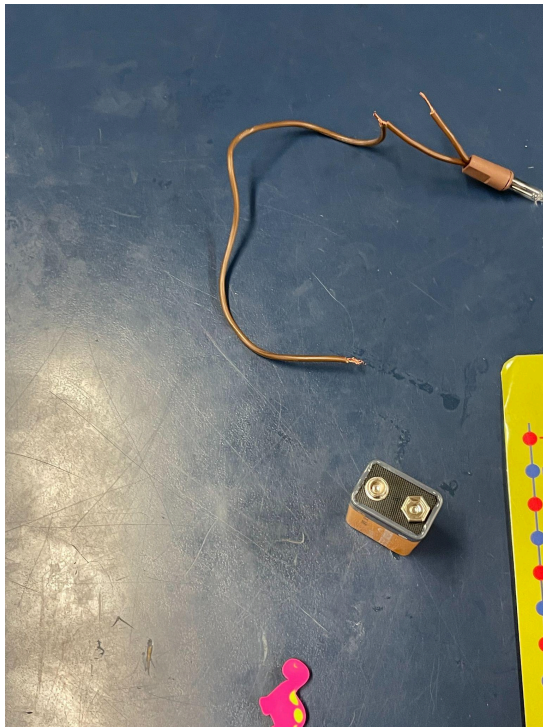
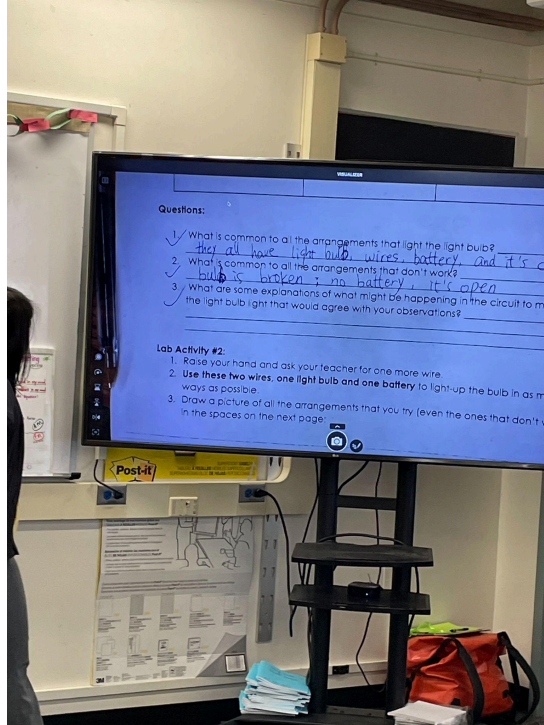
Science/STEM Fair Packet

[W Science Fair Packet.docx](#)

Projects



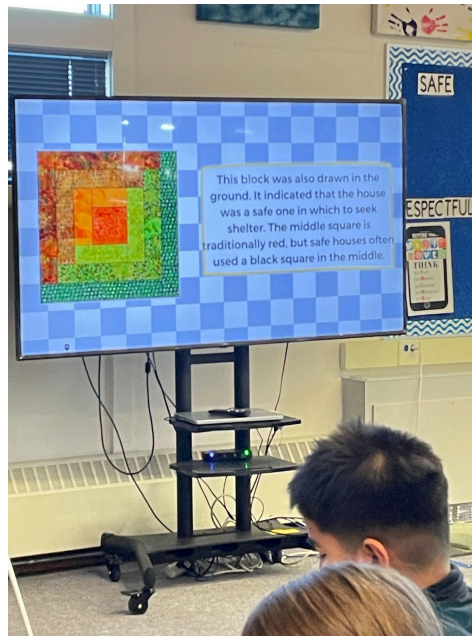
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Unit of Study

Topic
Knowledge 7: "Kings and Queens"
Power Question: What are Kings and Queens?
Power Standard:
Key Ideas and Details 2. With prompting and support, retell familiar stories, using key details.

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- Describe the characters, setting, and plot of a story
- Sequence story events
- Draw and write events from stories

Common Assessment:

Students will create a story map using key details (setting, characters, problem, solution).

Students will respond to a story with journal writing. A prompt will be provided and students will need to complete the prompt using key details from the story.

Extension Activity:

Students will create a graphic organizer (Venn Diagram) that compares and contrasts royal families and non-royal families.

Next:

Create a rubric for both assessments that support the chosen standards.

Rubric for story map:

- 😊 I was able to identify the setting correctly.
- 😞 I was unable to identify the setting correctly.
- 😊 I was able to identify the characters correctly.
- 😞 I was unable to identify the characters correctly.
- 😊 I was able to identify the problem correctly.
- 😞 I was unable to identify the problem correctly.
- 😊 I was able to identify the solution correctly.
- 😞 I was unable to identify the solution correctly.

Rubric for journal writing:

- 😊 I start with a capital letter.
- 😞 I did not start with a capital letter.
- 😊 I left finger spaces between my words.

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😞 I did not leave finger spaces between my words.

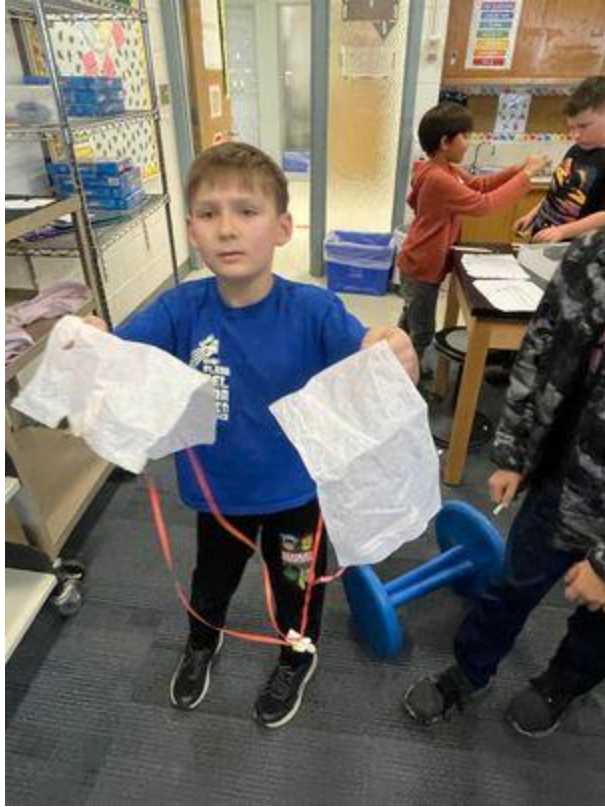
😊 I end my sentence with correct punctuation.

😞 I did not end my sentence with correct punctuation.

Student Displays/Opportunities to Self-Assess and Self-Monitor



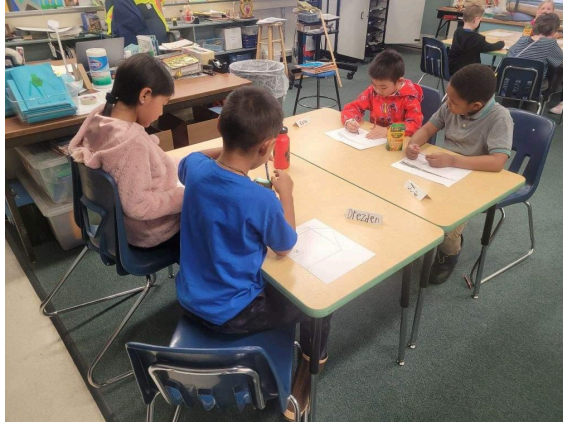
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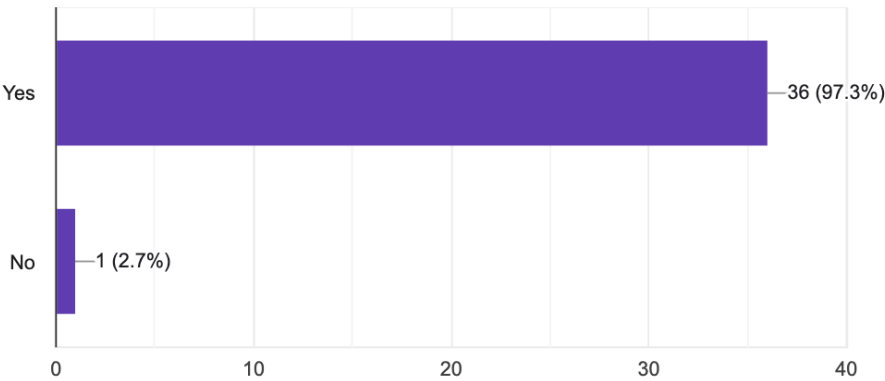
Survey Data

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Did you enjoy the event?



37 responses

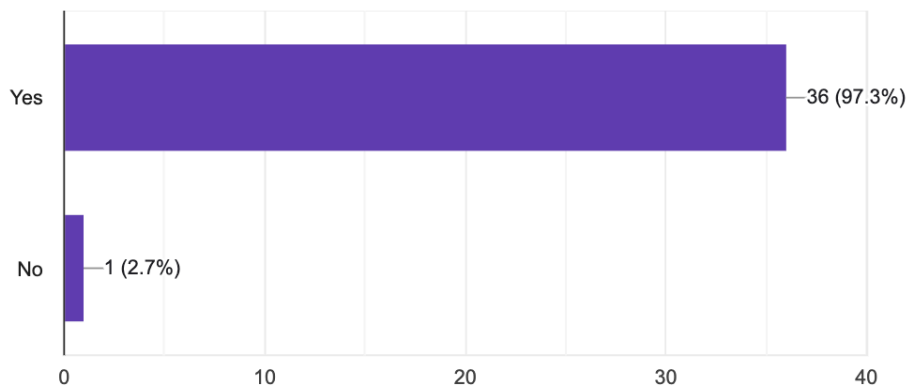


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Did this event support the Campbell STEM mission to provide a rigorous interdisciplinary STEM education, combining hands-on inquiry, the engineering design process, place-based learning, and real world problem-solving to foster the joy of discovery and understanding about the world that will prepare our diverse students for citizenship in the 21st Century?

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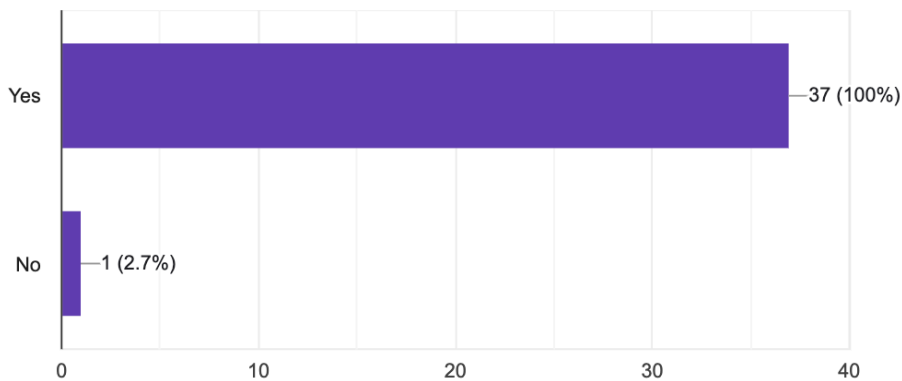
37 responses



Do you feel that this event enriched the academic experience of students?

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37 responses



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Alaska Cultural Standards and Indicators for Teacher Evaluation

Cultural Standard A Culturally responsive educators incorporate local ways of knowing and teaching in their work.	Cultural Standard B Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.	Cultural Standard D Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.	Cultural Standard E Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.
CA1 The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.	CB1 The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.	CD1 The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.	CE1 The educator plans for academic rigor that will challenge each student regardless of cultural background.
CA2 The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.	CB2 The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.	CD2 The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.	CE2 The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).
CA3 The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.	CB3 The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.		CE3 The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.
CA4 The educator uses students' traditions, customs, values, and practices to engage them in their learning.	CB4 The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students		CE4 The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.
CA5 The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.			
CA6 The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.			

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Rubrics

Short Constructed Response Rubric	1	.5	0
Recycle the question back into the answer.	All All important parts of the question are recycled into the answer.	Some Some important parts of the question are recycled into the answer.	None No important parts of the question are recycled into the answer.
Answer the entire question.	All All of the question was answered.	Some Some of the question was answered.	None None of the question was answered.
Support with textual evidence. Answer evidence needs to support the answer.	All All of the question was answered to demonstrate understanding of text.	Some Some of the question was answered to demonstrate understanding of text.	None None of the question was answered to demonstrate understanding of text.
Write complete sentences.	All All simple sentences are complete and/or compound.	Some Some simple sentences are complete and/or compound.	None No simple sentences are complete and/or compound.
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Short Constructed Response Rubric	2	1	0
Recycle the question back into the answer.	All All important parts of the question are recycled into the answer..	Some Some important parts of the question are recycled into the answer.	None No important parts of the question are recycled into the answer.
Answer the entire question.	All All of the question was answered.	Some Some of the question was answered.	None None of the question was answered.
Support with textual evidence. Your evidence needs to support your answer. If you need to draw an inference or draw a conclusion to answer the question, make sure your evidence supports your inference or conclusion.	All All supporting textual evidence was included.	Some Some supporting textual evidence was included.	None No supporting textual evidence was included.
Explain your evidence. Your explanation needs to connect your evidence to your answer.	All You explained how each piece of textual evidence supports your answer.	Some You explained how some of your textual evidence supports your answer.	None No explanation was included for your textual evidence that supports your answer.
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