

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

Diving for Treasure

Grade Level: Upper elementary, can be adapted for all elementary grades.

Florida Sunshine State Standards Addressed:

Task 1:

SC.G.2.2.1: The student knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.

SC.G.2.2.3: The student understands that changes in the habitat of an organism may be beneficial or harmful.

SC.G.1.2.1: The student knows ways that plants, animals, and protists interact.

SC.G.1.2.4: The student knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.

Task 2:

LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

LA.B.1.2.2: The student drafts and revises writing in cursive that

- Focuses on the topic;
- Has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- Has ample development of supporting ideas;
- Demonstrates a sense of completeness or wholeness;
- Demonstrates a command of language including precision in word choice;
- Generally has correct subject/verb agreement;
- Generally has correct verb and noun forms;
- With few exceptions, has sentences that are complete, except when fragments are used purposefully;
- Uses a variety of sentence structures; and
- Generally follows the conventions of punctuation, capitalization, and spelling.

LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

Task 3:

SC.G.1.2.4: (See above)

SC.G.1.2.6: The student knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms.

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Task 4:

MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

SS.B.1.2.1: The students use maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

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Information for the Teacher

Students will pretend to go on a scuba diving trip with the purpose of looking for treasures, natural as well as lost items. A haiku will be written about what they found, and a diorama will be made to recreate what they saw. In addition to this, students will do some research to learn about coral reefs. They will also learn how to read maps by using appropriate scales and measurement tools.

Additional Suggestions:

This scenario leads to many other activities teachers can add on. One example for the older students would be to calculate how long they can stay under water with one oxygen cylinder. This will depend on their weight as well as how deep they go.

Keywords:

Coral
Reef
Centimeter
Cardinal directions
Haiku
Diorama

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Assessment Scenario for Students

Hello, diving comrades. We will be going on a cruise to Key Largo, Florida. Before we leave for this exciting adventure, you will need to do an extensive study about coral reefs and their surroundings. It is imperative that you can determine the various types of coral and sea creatures in the habitat before leaving for this awesome expedition. While we are there, you will be scuba diving at John Pennekamp State Park. This is an underwater park, which is known for its spectacular coral reefs. During your 40-foot dive, be sure to closely observe the environment you are visiting. It is extraordinary! When you come back, you will be required to create a diorama of what you saw. In addition to that, it will be necessary for you to write a haiku describing the beauty of the reefs. Finally, you will be required to find a specific spot on a map of an ocean using appropriate measurement tools and cardinal directions. I am sure this expedition will prove to be thrilling and one of the most memorable experiences you have ever had.

Dive and enjoy!

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Task 1: Model a Coral Reef

Objective: Students will use factual information and pictures to model their own coral reef environment.

Read and discuss a variety of texts with illustrations about life in coral reefs. Watch and discuss a video about deep-sea diving and marine life. Then, create an original diorama. Be sure to label all living things.

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Scoring Guide – Task 1

4 Exemplary

- Meets all proficient requirements.
- Includes more than the minimum amounts of sea life.
- Artwork is very neat and colorful.

3 Proficient

- Creates a two or three-dimensional original diorama of a coral reef habitat.
- Includes at least three different types of coral.
- Includes at least four other sea animals.
- Labels all marine life.

2 Progressing

- Meets three proficient requirements.

1 Not meeting the standard(s)

- Meets fewer than three of the proficiency requirements.

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Task 2:

Write a Haiku About Coral Reefs

Objective: Students will be able to write a haiku and describe coral reefs and their surroundings.

After learning all about life in a coral reef as well as the method of writing a haiku, write an original haiku describing what you have studied. Be sure to include unique adjectives and count syllables to check the format of your work.

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Task 2: Scoring Guide

4 Exemplary:

- Meets all proficient requirements.
- All spelling is correct.
- Includes extraordinarily descriptive words.

3 Proficient:

- Writes a Haiku.
- First line has five syllables.
- Second line has seven syllables.
- Third line has five syllables.

2 Progressing:

- Meets three proficiency standards.

1 Not meeting the standard(s):

- Meets fewer than three proficiency standards.

Task 3:

Distinguish Between Different Types of Coral

Objective: Students will be able to identify four kinds of coral.

Study pictures of various types of coral. After reading descriptions, label them correctly.

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Task 3: Scoring Guide

4 Exemplary:

- Meets all proficient requirements.
- Conducts research to find other kinds of coral.
- Shares new information with class.

3 Proficient:

- Colors pictures of coral neatly.
- Labels all four coral illustrations correctly.
- Participates in class lessons.
- Draws two kinds of coral freehand.

2 Progressing:

- Meets three proficiency standards.

1 Not meeting the standard(s):

- Meets fewer than three proficiency standards.

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Task 4: Find a Treasure on a Map

Objective: Students will be able to measure correctly using centimeters as their standard unit. Students will also be able to read cardinal directions, and use them to get to a given destination.

Practice measuring with a metric ruler. Learn how to read cardinal directions and move in a given direction. Then, find a certain point on a map when given specific directions.

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Task 4: Scoring Guide

4 Exemplary:

- Meets all proficient requirements.
- Makes an original map with directions to be shared with a classmate.
- Finds treasure chest on a second map, which has been produced by another student.

3 Proficient:

- Finds treasure (specific spot) on map.
- Measures correctly, using cm as a standard unit.
- Moves in appropriate cardinal directions.
- Reads and follows directions.

2 Progressing:

- Meets three of the proficiency standards.

1 Not meeting the standard(s):

- Meets fewer than three of the proficiency standards.