

Formative and Summative Assessment

Principals Meeting

February 5, 2013

Click and Drag the correct words to complete the Pledge of Allegiance.

The Pledge of Allegiance

“I pledge _____ to the
Flag of the United States of
America and to the _____
for which it stands,
one _____ under God,
indivisible, with _____ and
justice for all.”



*Allegiance *Nation * Republic *Liberty * Constitution

A species of newt produces a toxin that can kill predators. Scientists have observed that some garter snakes can feed on the newts because they have a natural resistance to the toxin. In areas where populations of newts and garter snakes interact, which of the following predictions is best supported by evolutionary theory?

- A. The garter snakes with resistance to the toxin will successfully reproduce and pass the trait on to their offspring.
- B. The garter snakes without resistance to the toxin will acquire resistance by increasing the rate at which they feed on the newts.
- C. The newts that produce low levels of toxin will also develop camouflage adaptations that allow them to hide from the garter snakes.
- D. The newts will stop making the toxin rather than continue to use energy to make a toxin that is ineffective against the garter snakes.

Answer = A



Create a Venn Diagram that compares and contrasts the “Pledge of Allegiance” to the National Anthem.

*I pledge allegiance to the
Flag of the United States of
America, and to the Republic
for which it stands, one
Nation under God,
indivisible, with liberty and
justice for all.*

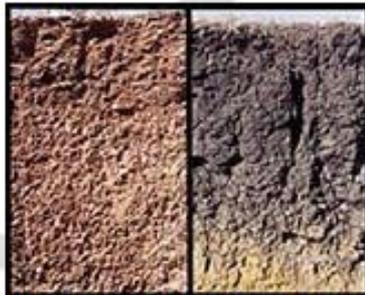
Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous
fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

What's the Scoop on Soil?

It's easy to forget about soil. You have to look down on the ground to see it. Even then, soil may not seem to do very much. But there's more to soil than you might think. It isn't just dirt that gets on your shoes.

1 Trees and plants need soil to grow. Very few fruits, vegetables and grains would live without it. Many animals need soil, too. They eat the plants that grow in it. Some animals even live in the soil. Can you imagine a world without soil?

2 Most soil comes from rocks. Over many years, weather causes rocks to break apart. The pieces get smaller and smaller as time goes on. Soil forms when bits of rock mix with things like dead leaves and dead bugs.



*The soil in Arizona, on the left, looks different from the soil from Texas, on the right.
Credit: GLOBE*

3 Not all soil is the same. Soil comes in many colors. Some soil looks and feels different than other soil. The color and feel of soil often changes as you dig deeper into the ground. You can learn a lot by seeing and touching soil. In a way, soil is like a secret decoder.

4 The color of soil can sometimes tell you where you are. For example, red soil can be found in Arizona. Grey soil can be found in Nevada. Black soil can be found in Texas. Water also affects the color of soil. Wet soil is usually darker than dry soil.

5 The feel of soil can tell you about its ingredients. Soil contains different amounts of sand, silt and clay. Soil in a forest might be gritty, which means more sand. Soil in a meadow might be smooth, which means more silt. Soil in a garden might be sticky, which means more clay.

6 Did you know that squeezing soil can tell you about the weather? If soil crumbles between your fingers, then the weather has probably been dry. If soil is wet and sticky—yuck!—then it might have rained not too long ago.

Increased Rigor – Supply the Answer

Directions: After thinking, write the answer in the box below the item.

How is soil like a secret decoder?

The school is investigating starting a recycling process to collect various plastic containers. Your job is to demonstrate the feasibility of a recycling process that would separate the various plastics based on density and particle make-up. You will need to identify the structural and compositional features that contribute to the differences among density. How might you research the structural and compositional make-up using the numeric code on the containers? What experiments can you develop to test a hypothesis about the plastics in regards durability, stiffness, and flammability and make recommendations as to which plastics are most recyclable?

You will be assessed on your ability to conduct experimental inquiry, your ability to make decisions and recommendations, and your ability to communicate effectively in a variety of ways.

Instructional and Grading Implications

In completing tasks like these, especially the higher level ones, what instructional supervision implications are there?

Grading implications?



What will we need to include in grading support and training based on this work?