

Kimberly Aldridge
 MEDT 7476
 Dr. Haynes
 Assessment Plan

Performance Task Title	Food Chains
Grade	4
Designer	Kimberly Aldridge
Performance Task Annotation	1. Students will be able to create their own food chain clearly identifying the role of producer, consumer, (herbivore, omnivore, carnivore) and decomposer and will be able to predict what will happen if a certain part of the food chain is removed. *NOTE* This lesson is part 2 of a 4 part unit on The Food Chain.
Subject(s)	Science
Approximate Duration of Performance Task	1 hour
Focus Standards	S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem. a. Identify the roles of producers, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. c. Predict how changes in the environment would affect a community (ecosystem) of organisms. d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.
Complementary Standards	S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. b. Carefully distinguish observations from ideas and speculation about those observations. S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. a. Observe and describe how parts influence one another in things with many parts. S4CS5. Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas. <u>CCGPS Standards: ELACC4W6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing...</u> ELACC4SL5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

<p>National Standards</p>	<p>1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes</p> <p>2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>
<p>Description and Teacher Directions</p>	<p>*Prior to coming to the media center for this project, each 4th grade homeroom teacher will show this video on the Activeboard. Food Chains Intro Video (5 min. long). As students enter the media center, they will log onto their laptops and sign into their My Big Campus class site.</p> <ol style="list-style-type: none"> 1. Begin by showing students the Directions for Food Chain Prezi Project Prezi on the Activboard for directions on what they will be doing. Be sure to review the Food Chain Prezi Rubric that is located at the end of the Prezi as well. Then, distribute copies of the Food Chain Prezi Directions and the Food Chain Grading Rubric to each student (located at the end of this document) and remind each student to use the rubric as their guide while working on this project. 2. Next, direct the students to click on the More About Food Chains link located on their My Big Campus class page. Instruct students to read the brief information on pages 1-4 of this website. They should click on the "next" button or on each page number to advance the pages. **Gifted and advanced students will also watch this short video in order to incorporate the components mentioned into their final project. Flow of Energy in a Food Chain Video 3. Next, students will play the Food Chains Game by clicking on the game icon at the bottom of the same website's screen. 4. Then, have students complete the Food Chains Quiz at this website. Let them know that if they miss more than 2 questions, to go back and complete steps 1 and 2 again before re-taking the quiz. 5. For a final review, students will play this Food Chain Game Practice. This link is also located on their My Big Campus class page. This will give them practice with building food chains. 6. Now it is time to build a food chain at Prezi.com with a partner that also explains what a food chain is. Review with students the Directions for Food Chain Prezi Project Prezi for directions. Also, refer to the Food Chain Grading Rubric (handout is attached below). 7. Using their own laptop, each student will create a Prezi collaboratively with their partner. 8. Prezi links will be uploaded to each student's MBC schoolwork assignment, Food Chain Prezi.

Title of Rubric	Food Chain Prezi Rubric			
Rubric Description	This is a formative rubric that will enable students to guide the development of their project as well as allow for the teacher to provide constructive feedback for improvements that may need to be made on future Prezi, or other similar presentation type projects.			
Rubric or Other Performance Evaluation Tool	Name _____ DATE _____			
	FOOD CHAIN PREZI RUBRIC			
	<u>NETS Standard:</u> 1. Creativity and innovation--Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.			
	<u>CCGPS Standards:</u> ELACC4W6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing...			
	ELACC4SL5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
	Does Not Meet Expectations (0 pts)	Meets Expectations (2 pts)	Exceeds Expectations (4 pts)	TOTAL
INFORMATION AND WORDS (X2 points)	<i>some</i> steps in the food chain are listed, but are not correctly identified.	3 steps in the food chain are correctly identified.	4 or more steps in the food chain are correctly identified and included with additional, relevant information provided as well.	
GRAMMAR (X2 points)	Project contains 3 or more grammatical errors.	Project contains up to 2 grammatical errors.	Project contains no grammatical errors.	
APPEARANCE	Words, photos/videos are not easy to see--- 3 or more words conflicting with the image or are difficult to read.	Words, photos/videos are easy to see--- only 1- 2 words conflicting with the image or are difficult to read.	Words, photos/videos are easy to see with all images easy to see and words are easy to read.	
Teacher Comments:				Total: _____

Example of Student Work with Teacher Commentary



<http://prezi.com/qecwsrxaovbw/my-food-web/>

Name _____ DATE _____

FOOD CHAIN PREZI RUBRIC

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INFORMATION AND WORDS (X2 points)	<i>Some</i> steps in the food chain are listed, but are not correctly identified.	3 steps in the food chain are correctly identified.	4 or more steps in the food chain are correctly identified and included with additional, relevant information provided as well.	8
GRAMMAR (X2 points)	Project contains 3 or more grammatical errors.	Project contains up to 2 grammatical errors.	Project contains no grammatical errors.	8
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Teacher Comments:

Total: 20

I can tell that you took the time to make sure each object that you identified in the food chain was accurate and correctly placed. I also like the fact that your words are easy to read and they do not cover up the pictures. Great Job!

Materials and Equipment	Internet connected student laptop computers with access to create using Prezi.com *All media players must be updated to the latest version. That includes Flash and Java. ActivBoard
What 21st Century Technology was used in this performance task?	My Big Campus Learning Management System Interactive learning website with game-based learning activities Interactive poster-creating website, Prezi.com ActivBoard and 1:1 student internet connected laptops
Differentiated Instruction	*Student choice of the habitat and animals to use when creating their food chain. * Flow of Energy in a Food Chain Video -- Gifted and advanced students will also watch this short video in order to incorporate the components mentioned into their final project. These learners must also have at least 4 steps in their food chain Prezi. *Learners identified with IEP's will be required to have 3 steps in the food chain Prezi and will not be penalized for excluding video or images as a part of their project. They will also have the option to have para-pro assistance and/or additional time to complete this assignment.
Web Resources	Food Chains Intro Video , youtube.com More About Food Chains , at BBC - KS2 Bitesize Science Flow of Energy in a Food Chain Video , youtube.com Food Chains Game , at BBC - KS2 Bitesize Science Food Chains Quiz , at BBC - KS2 Bitesize Science Food Chain Game Practice , SheppardsSoftware.com Directions for Food Chain Prezi Project Prezi Prezi.com www.pics4learning.com

The setting of this lesson will take place in the media center as a lesson conducted by the Media Center Specialist at a rural, Title 1 elementary school. The media center consists of 6 large tables, internet connected wifi, and an Activeboard. The Activeboard will be utilized for demonstrating how to begin the lesson, to discuss the requirements for the activities, and to review the rubrics. Each student will have their own laptop computer that will be brought in on the mobile laptop cart in order for each student to participate in the individual as well as group activities.

Students participating in this activity will be from one of four 4th grade classrooms at a time. The lesson will be repeated on four different days to accommodate all four 4th grade classes. These students vary in age from 9 to 11, consist of both male and female, average, gifted, and mildly developmentally disabled, as well as some economically disadvantaged. A variety of ethnicities are represented among these students, including White, African American, and Hispanic, as well as are a variety of skill levels and learning styles. Even so, all students are proficient in speaking English. A majority of the students prefer a kinesthetic style of learning, with a second preference being in auditory learning.

Food Chain Prezi Directions

To see an example Prezi, click on this link: http://prezi.com/mdresyzfolav/edit/#26_238900

1. Decide which of the following topics you would like to create your food chain on:
marine, desert, forest or arctic.
2. Click on "New Prezi." Choose an appropriate Prezi template. For example, if you are creating a marine food web, you should choose a Prezi template that resembles water.
3. Create your food chain Prezi!
 - a. You should have at least 3 steps in your food chain, using pictures or videos.
 - b. Each part of your food chain should be labeled correctly. (ie. herbivore, decomposer, etc.)
 - c. Be sure to refer to the grading rubric handout or that is linked in MBC for grading guidelines.
4. Once you have completed your Food Chain Prezi, please copy and paste the URL into Food Chain Prezi assignment on your MBC Schoolwork page.

Name _____ DATE _____

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