Formative Assessment Worksheet  
Specification #8

Teacher ID:   
School ID:

|  |  |  |
| --- | --- | --- |
| **Target competency:**  special arrow.wmf Student can investigate multiple factors that impact native populations in the ecosystem. | | |
| Anticipated student misconceptions relevant to this target competency: | | |
|  | **Learning Progression Leading to the Target Competency** (List Building Blocks in Reverse Chronological Order) | **Type of Knowledge** |
| 5. |  |  |
| 4. |  |  |
| 3. |  |  |
| 2. |  |  |
| 1. |  |  |

Copy/paste **Building Block 1** into this box:

In two to four sentences, describe what you will do with your students to help them achieve this building block.

→

State how you will assess this building block. In other words, what will you ask your students to do to establish whether they have achieved this building block? Identify the assessment format you will use.

→

Copy/paste **Building Block 2** into this box:

In two to four sentences, describe what you will do with your students to help them achieve this building block.

→

State how you will assess this building block. In other words, what will you ask your students to do to establish whether they have achieved this building block? Identify the assessment format you will use.

→

Copy/paste **Building Block 3** into this box:

In two to four sentences, describe what you will do with your students to help them achieve this building block.

→

State how you will assess this building block. In other words, what will you ask your students to do to establish whether they have achieved this building block? Identify the assessment format you will use.

→

Copy/paste **Building Block 4** into this box:

In two to four sentences, describe what you will do with your students to help them achieve this building block.

→

State how you will assess this building block. In other words, what will you ask your students to do to establish whether they have achieved this building block? Identify the assessment format you will use.

→

Copy/paste **Building Block 5** into this box:

In two to four sentences, describe what you will do with your students to help them achieve this building block.

→

State how you will assess this building block. In other words, what will you ask your students to do to establish whether they have achieved this building block? Identify the assessment format you will use.

→

**Target Competency:**

Student can investigate multiple factors that impact native populations in the ecosystem.

In two to four sentences, describe what you will do with your students to help them achieve this target competency, assuming they have achieved the above building blocks.

→

NOTE: **Do not state how you will assess this target competency in this box.** The design of the assessment is established by the specification. Use the following pages of the worksheet to describe what you will do to assess this target competency. Refer to the guidelines in the “**Procedure for Creating Parallel Tasks**” section in Specification #8 when developing this formative assessment.

**Student Instructions**

There are *[insert animal population]* living *[insert environment where that animal population lives]*. The size of the *[insert animal]* population living there has decreased over the past five years. Some factors that might be limiting the *[insert animal]* population are listed in the box below:

|  |  |  |  |
| --- | --- | --- | --- |
| Food | Water | Disease | Predation |
| Shelter | Space | Parasitism | Nesting sites |

Three neighbors living near the *[insert environment where that animal population lives]* have made some observations that may be related to the decrease in the *[insert animal]* population.

1st neighbor’s observation: ***[Insert 1st neighbor’s observation. Note: The observation does not necessarily need to have been made by a “neighbor.” Any person for whom it would be reasonable to make the observation is acceptable.]***

**Explain** how the *[insert animal]* population might be limited by what the neighbor saw.

**Describe** **an observation** you or another scientist might make that would support your explanation.

2nd neighbor’s observation: ***[Insert 2nd neighbor’s observation.]***

**Explain** how the *[insert animal]* population might be limited by what the neighbor saw.

**Describe** **an observation** you or another scientist might make that would support your explanation.

3rd neighbor’s observation: ***[Insert 3rd neighbor’s observation.]***

**Explain** how the *[insert animal]* population might be limited by what the neighbor saw.

**Describe an observation** you or another scientist might make that would support your explanation.

Student Formative Assessment Checklist

This checklist can be used by students for self-assessment or by you to provide feedback. The checklist is based on the specification and reworded to suit seventh-grade reading level. Please feel free to reword for your students.

**Directions:** Use this checklist to evaluate your work. Read each section below and put a check in the box (🗹) next to each statement that accurately describes your work.

**1st Observation: *[Insert 1st observation.]***

|  |  |
| --- | --- |
| My explanation of how the *[insert animal]* population might be limited by *[insert 1st observation]* is ecologically reasonable. | 🞎 |
| I described evidence that supports my explanation of how the *[insert animal]* population might be limited by *[insert 1st observation]*. | 🞎 |
| The evidence that I described could be observed. | 🞎 |

**2nd Observation: *[Insert 2nd observation.]***

|  |  |
| --- | --- |
| My explanation of how the *[insert animal]* population might be limited by *[insert 2nd observation]* is ecologically reasonable. | 🞎 |
| I described evidence that supports my explanation of how the *[insert animal]* population might be limited by *[insert 2nd observation]*. | 🞎 |
| The evidence that I described could be observed. | 🞎 |

**3rd Observation: *[Insert 3rd observation.]***

|  |  |
| --- | --- |
| My explanation of how the *[insert animal]* population might be limited by *[insert 3rd observation]* is ecologically reasonable. | 🞎 |
| I described evidence that supports my explanation of how the *[insert animal]* population might be limited by *[insert 3rd observation]*. | 🞎 |
| The evidence that I described could be observed. | 🞎 |