Reality Check (Learning Experience #3)
Opportunities for Student Assessment

Opportunities for informal formative assessments are embedded throughout the learning experience in questions that spark class discussions. Student worksheets, journal entries and class presentations also serve as formative assessments as the students work through the learning experience. At this point in the module students should routinely discuss their observations and ideas with others in their team as they work on the questions in the student sheets. The summative assessment for this learning experience is the written version (and oral presentation if there is time) of the team's plan to restore and sustain the quality of a local aquatic habitat. Each student in the team should be involved in this presentation.

Finally, all students should be able to answer the lesson essential question by the end of this learning experience.

Student Science Journals

Journaling is an important part of a practicing scientist's day to day work. Student-scientists should reflect, write and draw in a journal or notebook as they answer questions and plan next steps in the problem solving process. Entries should be dated and labeled with names of team contributors and where the team is in the planning process. Occasional journal review by the teacher provides an informal assessment of students' progress and their understanding of the content. Sharing the rubric with the students when you introduce the learning experience will help students meet teacher expectations for quality work.

Student Journal Rubric, Smith Creek Restoration (LE# 3)

Criteria		N/A	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Lesson Essential Question						
Questions for scientists						
Reflections on reality						
Data Analysis						
Conclusion Statement						
Reflection on Restoration Plan						

Cross-Curricular Connections

Literacy and Social Studies Connections

This learning experience could be done wholly or in part as an assignment in an English/language arts or social studies class. Although the Smith Creek scenario is a project that centers around the biology of a fish species and the habitat in which it lives, the students will be practicing their research, writing, communicating and problem solving skills as they apply what they have learned to the solution of a local water quality problem. In the real world, local and regional civic groups are frequently the driving force behind the kind of environmental improvement that is envisioned for Smith Creek. Your students could use this scenario as a springboard to an all-school or all-community project.