



Got Water? (Scenario B: Learning Experience #1) Opportunities for Student Assessment



Opportunities for ongoing formative assessment are embedded throughout the learning experience in questions that spark class discussions and student reflection. Student data sheets, journal entries and class presentations also serve as formative assessments as the students work throughout the learning experience. The summative assessment for this learning experience is the written report of the groups' plan for developing a wetlands area or body of water for recreation and ecotourism. The plans could also be presented to the entire class on a project board, as a PowerPoint presentation, or a video if there is time and the resources to do so. Each student in the team should be involved in the final presentation's development and documentation. Sharing the grading rubric with the students when you introduce the learning experience will help them meet your expectations for quality work. You may use the rubric found below or design your own.

All students should be able to write an answer to the lesson essential question at the conclusion 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, Waterways and Wetlands

Criteria	N/A	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Lesson Essential Question					
Introductory questions					
Notes on site selection					
Notes on plan development					
Notes on practical solutions					
Notes on community involvement					
Reflection/ conclusion					

Rubric for Presentation of Development Plan for a Local Wetland or Waterway

Criteria	N/A	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Description of site Location Size/shape/map Living community					
Description of existing facilities					
Description of needed additions					
Description of needed visitor facilities					
Advertising plans					
Community attitudes					
Community participation					
Inclusion of all team members					
Quality of class presentation (optional)					



Got Water Cross-Curricular Connections

Literacy and Social Studies Connections

This scenario may be presented in its entirety or in part as an assignment in an English/ language arts or social studies course. As students prepare descriptions of their study sites and work on their development plans, they will be practicing literacy skills such as research, writing, and communicating.

The settlement of the Chemung River Valley by Europeans and the subsequent establishment of farms, factories and urban areas follow a pattern that can be found in most river valleys in the six watershed states of the Chesapeake Bay. Using the partnership, *Friends of Chemung River Watershed* as a model, students will be able to practice creative problem solving to improve and sustain the aquatic resources within their region. This is a real-world opportunity to exhibit the leadership skills and civic involvement that students read about in their social studies textbooks. Role-playing a presentation before a town council with students taking the parts of various stakeholders would be an authentic assessment of their understanding of the functions of citizens who take an active part in the affairs of their communities.