



Eye in the Sky (Scenario A: Learning Experience #1) Opportunities for Student Assessment



Formative assessments support learning by informing teachers about their students' learning as they progress through a lesson. In this scenario teachers and students will find embedded opportunities to discover what your students already know, or think they know, about the content and what students can learn using the materials provided. Strategies may include informal assessments in the form of answers given during class discussions and written answers on student sheets and in journals. The essential question of the lesson should serve as a means to focus student attention on the lesson content. At this point, student answers will inform the teacher about their background knowledge and may be used to guide the next steps. Whole-class discussions are also opportunities for informal formative assessment

Student journals should be used to record individual and group answers to questions, record and organize any data collected, answer questions that arise, and show student thought processes during experimental designs. Journals serve as an important record for the student from one class period to the next. Journals can also serve as a formative assessment tool for the teacher when several are checked randomly at the end of the day. Journal checks can answer questions such as, "How is the class progressing?" "Should new material be re-taught or reviewed before moving on?" Sharing the rubric for their journals with the students when you introduce the learning experience will help them meet your expectations for quality work.

Suggested Student Journal Rubric, *Eye in the Sky*

Criteria	N/A	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Answers to Essential Question					
Comparison of satellite images, road map and land use map					
City locations and origins: road or land use maps					
Reflections on stormwater and debris					
Answers to questions about what should happen to stormwater					
Plan for local stormwater reduction					



Cross-Curricular Extensions

Social Studies

1. Ask students to research the founding and growth of a local town or city. Did the presence of a body of water such as a waterway or lake influence the town's/ city's location? Has the importance to the town of this body of water changed over the years? How has the proximity of an urban area affected the quality of the local water and the organisms that depend on it?
2. Cities and towns change as the natural and man-made environment changes around them. Many of the towns on the Eastern Shore of the Chesapeake Bay were founded as busy ports for the shipping of crops, seafood and manufactured goods produced nearby. In recent years the harbors in this region have heavy silt deposits and their fisheries are not able to keep up with demand for fresh seafood. As a result, these communities are either dying out or reinventing themselves as tourist or retirement destinations. Students may describe a town in their area that is going through a similar evolution and predict its future.

