



Getting your Feet Wet (Learning Experience #1) Opportunities for Student Assessment



Opportunities for ongoing informal formative assessment are embedded throughout the learning experiences in questions that spark class discussions. In addition, student worksheets, journal entries and class presentations serve as formative assessments as the students complete the learning experiences. Written and oral “Lost Islands” research presented by each team could serve as the students’ summative assessment for Learning Experience #1 (note: each student on the team should be involved in this presentation). Sharing the rubric with the student when you assign the oral presentation will assist student in meeting your expectations for quality work.

Suggested Student Rubric for Presentation of “Lost to the Bay”

Criteria	N/A	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Evidence of research, including citations					
Detailed information about island location and history					
Detailed information about island life					
Detailed information about why the island is deserted					
Inclusion of all team members					

The Science Journal

Journaling is an important part of a practicing scientist’s day to day work. Student-scientists should reflect, write and draw in their journals or notebooks as they answer questions and plan next steps in the problem solving process. Entries should be labeled with names of team contributors, dates and where the team is in the planning process. An occasional look at journals 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 them meet your expectations for quality work.



Suggested Student Journal Rubric, *Getting Your Feet Wet* (LE #1)

Criteria	N/A	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Scenario Essential Question					
<i>Getting Your Feet Wet</i> (LE#1) Lesson Essential Question					
Answers to questions from video					
Answers to questions about school flooding					
Answers to questions about Lost Island refugees					
Predictions about the outlook for future coastal and island communities					

Cross Curricular Connections

Literacy and Social Studies Connections

Much of this scenario may be shared with faculty from the English and social studies departments. Throughout this scenario, students will practice their communication, writing and presentation skills as they answer questions about the past, present and future of Smith Island, then present their discoveries and recommendations to their classmates. By conducting research into the history of previously occupied islands in the Chesapeake Bay, students will gain meaningful practice in those skills while learning about the daily lives of early settlers living in communities on the Chesapeake Bay.

Written records in each student's journal should contain reflections on his/ her thoughts, questions, predictions, observations and conclusions as their team contends with the challenge of saving an island from the Chesapeake Bay's rising waters. Journal entries and the answers to questions in *Lost to the Bay* may be used as the basis for poetry or narrative writing assignments.



Math Connections

Students practice their problem solving and calculation skills as they determine the percent of land that has been lost from Smith Island due to erosion and inundation over the years. Since sea level rise is a phenomenon that is occurring throughout the world, they could choose one of the island nations in the South Pacific and use the same calculations to determine its life expectancy. Reading and interpreting data presented on graphs is a basic skill that all students should practice. The graphs found on the EPA Climate Change web site may be used for additional interpretation, predictions and finding data points.

