Acm+ C
The stream table model and the natural stream are same in many ways. One of the ways is that some of the water gose down in the soil. Another way that they are the same is that the river moves rocks. They both knack a big stem and they both break doff. The stream table model and the natural stream are differnt because the natural gose in to the ocean and the stream table model gose in to the bucket. In the stream model we purr the water in and in the natural stream it comes form the mountain or it rains. The last thing is that in the model the water gose fast down and in the natural stream the water gose slow.
Assessment

Our stream table models are different from streams outside because streams outside have animal life, whereas our models do not. Another difference is that outside streams have a more continuous flow of water, while our models run for only 1 or 2 minutes. In our stream table models, erosion happens very quickly, but outside, erosion happens over years. Outdoor streams can wander wherever they want, when our models have to stay in the containers. Natural streams and our models are similar in the way that they both use erosion to make channels. Also, they both have deltas, being filled up with deposition. The deposition is gravel, sand, humus, and clay. They both continue until they can't continue anymore.
June 3, 2010
Assignment C

How are plants and animals similar? List as many characteristics as you can that are common to plants and animals.

Plants and Animals

Similarities

- both multicellular
- both produce waste
- both have a life span
- both reproduce
- both need energy
- both grow
- both move

2. How are plants and animals different? Explain how you can tell if an organism is a plant or an animal with evidence and examples from your own recent observations with a microscope.

Plants Characteristics | Animals Characteristics
--- | ---
- producer | - consumer
- moves small microscope | - locomotion
- grows in the ground | - grows above ground
Fifth Grade, Sample A—Land and Water Unit: Nancy

- When students work with a model, they typically do not think about how the model is similar to and different from the real thing it represents. In this unit, students compare and contrast a real stream system with their model (a plastic tub filled with different soil components and a cup with a hole into which they pour water that then flows across the soil). Partway through the unit, students complete an assessment in which they make a box and T-chart, then write a comparison of the two systems.

- Nancy's first paragraph includes four similarities that are accurate and organized. In her last similarity, she is probably referring to erosion when she writes “they both break dirt [break dirt].” In her second paragraph, she includes three important differences. In the last sentence, she means either that the model stream “goes fast” (just one to two minutes) and the natural stream just keeps flowing, or she means that changes happen really quickly in the model but gradually, over time, in the natural stream.

- Nancy fairly closely follows the writing frame as she communicates her own observations and conceptual understanding. She is not just copying a list she has memorized. She receives services in special education and as an English language learner, and is particularly engaged and successful in science.

Fifth Grade, Sample B—Land and Water Unit: Carolyn

- Carolyn also uses her own observations and strong conceptual understanding as she writes her comparison. She is articulate and has well-developed language and writing skills. This is an exemplary comparison because it is clear and organized, and includes the important characteristics of both the real and model stream systems. The only change she could make, so that the comparison would be easier for a scientist to read, is to separate the differences from the similarities by making two paragraphs.

- To take this assessment to a higher level, students could answer an application question such as, “How could you use your model to investigate a real-world problem you have studied?”

Fifth Grade, Sample C—Microworlds Unit: Rahail

- In this unit, students study the cells of animals and plants. As a summative assessment at the end of the unit, students are asked to list, from memory, the similarities and differences of plants and animals.

- Rahail chooses to use the box and T-chart strategy she learned the year before to help her write her well-organized assessment. She lists accurate similarities, then records one category of differences in each row of the T-chart. The first two differences are accurate. Her third difference is incorrect. She has forgotten, for example, about aquatic plants that she observed the year before that do not grow in the ground.
Perhaps because the response does not fit into the box and T-chart structure or because she does not reread the question, Rahail does not include an explanation of how she can tell if an organism is a plant or an animal. Students are expected to list specific characteristics of cellular structure in organisms they have observed under the microscope, such as the presence of chloroplasts and cell walls in plant cells but not in animal cells.