

Sample Body of Evidence

Science

Grade 1 – Third Reporting Period

FOSS California Plants and Animals Life Science/Investigation & Experimentation

This sample is intended to demonstrate the essential elements of a body of evidence. The evidence includes:

- Expected Student Responses to Grade Level Prompts (Science Notebook Sheets) identified in the Recommended Body of Evidence
- Additional class work identified in the Plants and Animals module

This sample includes authentic PROFICIENT student work from San Diego Unified School District AND FOSS California Expected Student Responses on Student Notebook Sheets identified in the Recommended Body of Evidence.

Important Note:

For the first two grading periods, students are evaluated based upon their progress toward end-of-year standards. Students who receive a mark of "proficient" for the first and second grading periods are making consistent and adequate progress toward achieving end-of-year expectations. In the final reporting period, the report card marks reflect a student's actual achievement of the cumulated skills, strategies, and concepts identified in the California frameworks and content standards (SBRC, 2007).

**Standards Based Report Card
Science Marking Worksheet – Third Reporting Period
First Grade**

Student: SAMPLE Body of Evidence #1

Strand	Evidence	Notes on Quality	Report Card Mark
<p>LIFE SCIENCE</p> <p>Plants and animals meet their needs in different ways.</p>	<p><i>Prompt #1</i> No. 3 Science Notebook What Do Plants Need? Review</p> <p><i>Prompt #2</i> No. 6 Science Notebook Stem Cuttings</p> <p><i>Prompt #3</i> No. 9 Science Notebook What Do Animals Need? Review</p> <p><i>Prompt #4:</i> No. 11 Science Notebook Growing Bulbs</p> <p><i>Prompt #5:</i> No. 13 Science Notebook Animal Teeth Review</p> <p><i>Additional Classwork</i> “Grass observations” “Animals in my Terarium”</p>	<p><u>Academic Language</u> roots, nodes, nutrients, stems, leaves, shelter, soil, seeds, shoot, canines, incisors, molars,</p> <p><u>Scientific Concept</u> Plants – “...it will need sun”; “My node grew 2 more leaves and a root.” “The soil is shelter for the waom.” “The water help the waom and the waom eat.” “The alfalfa didn’t grow because I cut the leaf. And it didn’t has sun.” Student expresses growth of node over time; “it will need sun”; “At first my node had 1 leaves. Today it has 2. This means it grew.” “My stem was 16cm.” “The alfalfa didn’t grow because I cut the leaf.” Animals – “Foxes mountain lions and coyotes use canines.” <i>FOSS Expected Student Responses for animals should also include – animals need food, water, air, and shelter.</i></p>	<p>Advanced</p> <p>Proficient</p> <p>Basic</p> <p>Below Basic</p> <p>Not Assessed</p>
<p>INVESTIGATION & EXPERIMENTATION</p> <p>Scientific progress is made by asking meaningful questions and conducting careful investigations.</p> <p><i>-draw pictures</i> <i>-record observations; with pictures, with written statements</i></p>	<p><i>Prompt #2</i> No. 6 Science Notebook Stem Cuttings</p> <p><i>Additional Classwork</i></p>	<p><u>Data Collection</u> Student uses detailed pictures with appropriate colors and labels; student includes written statements. Student uses precise measurements.</p> <p><u>Use of Data</u> Student uses observational data to make claims; “The alfalfa didn’t grow because I cut the leaf. And it didn’t has sun.”</p>	<p>Advanced</p> <p>Proficient</p> <p>Basic</p> <p>Below Basic</p> <p>Not Assessed</p>

Grass Observations

8cm



The alfalfa didn't grow because I cut the leaf. And it didn't grow in the sun. It grew 6cm

Name _____

Date Prompt #1

WHAT DO PLANTS NEED? REVIEW

1. What do plants need?

see Teacher's Guide pg. 51 ^{Step} #22
water, nutrients, light, air, space

2. What part of a plant takes up water?

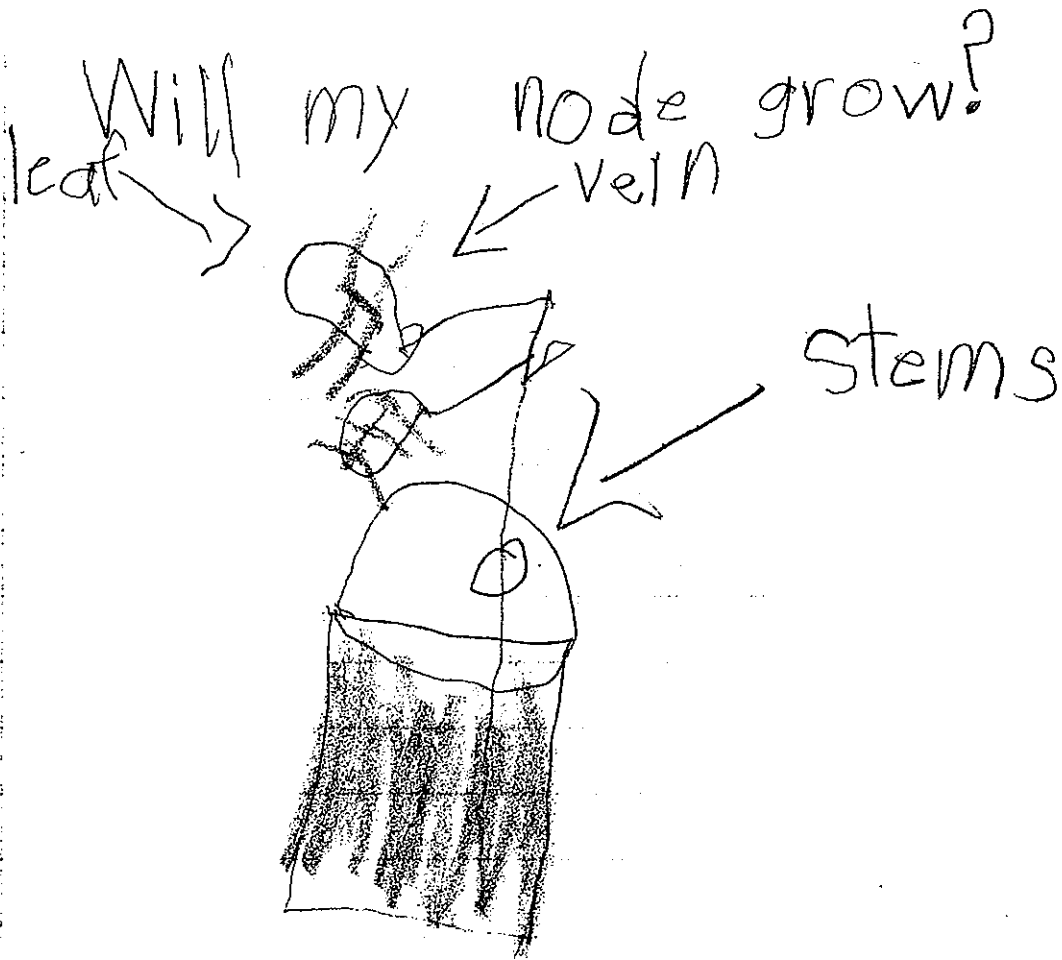
see Teacher's Guide pg. 51 Step #22
roots

3. Where do the nutrients for a plant come from?

see Teacher's Guide pg. 51 Step #22
the soil

4. What part of a plant captures light?

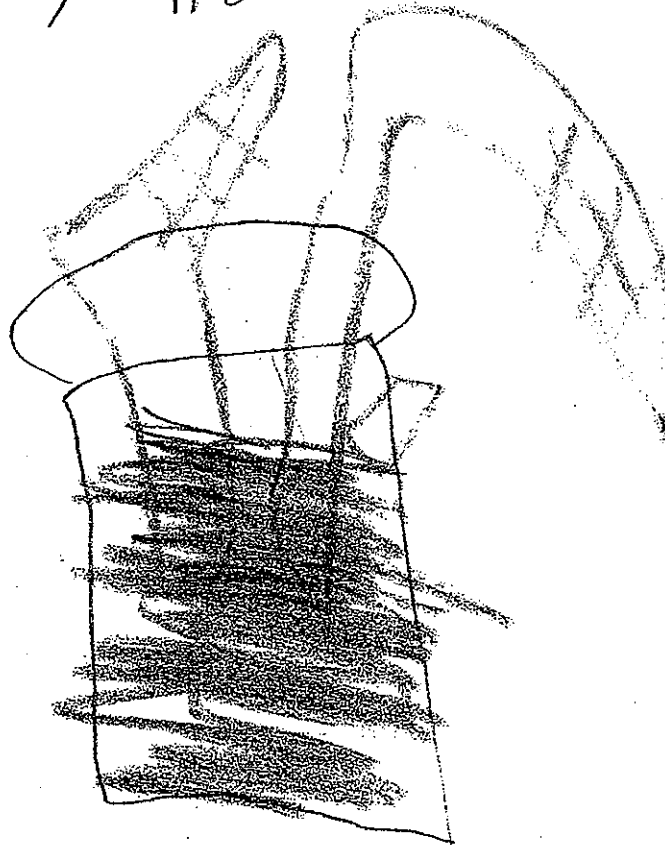
see Teacher's Guide pg. 51 #22
the leaves



I think the leaf will grow because if the node is cut off and if you put water and it will need sun.

At first, my node had
1 leaves. Today it has
2. This means it grew.

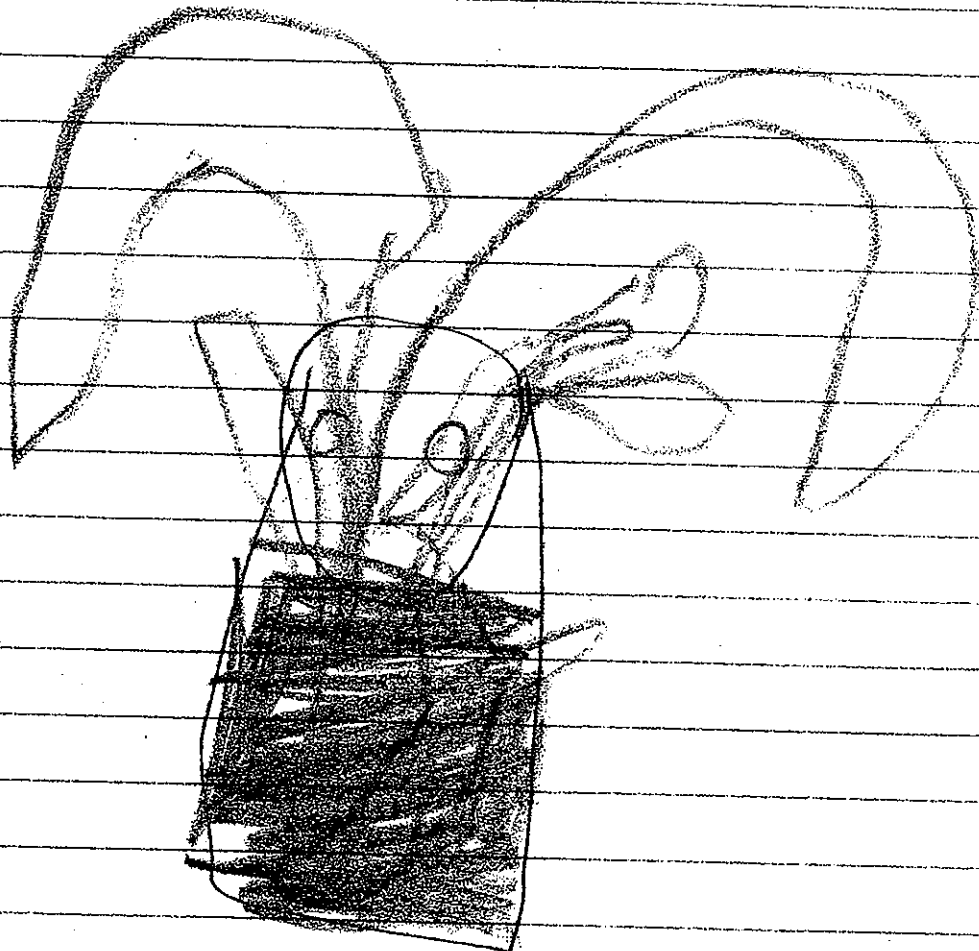
My node

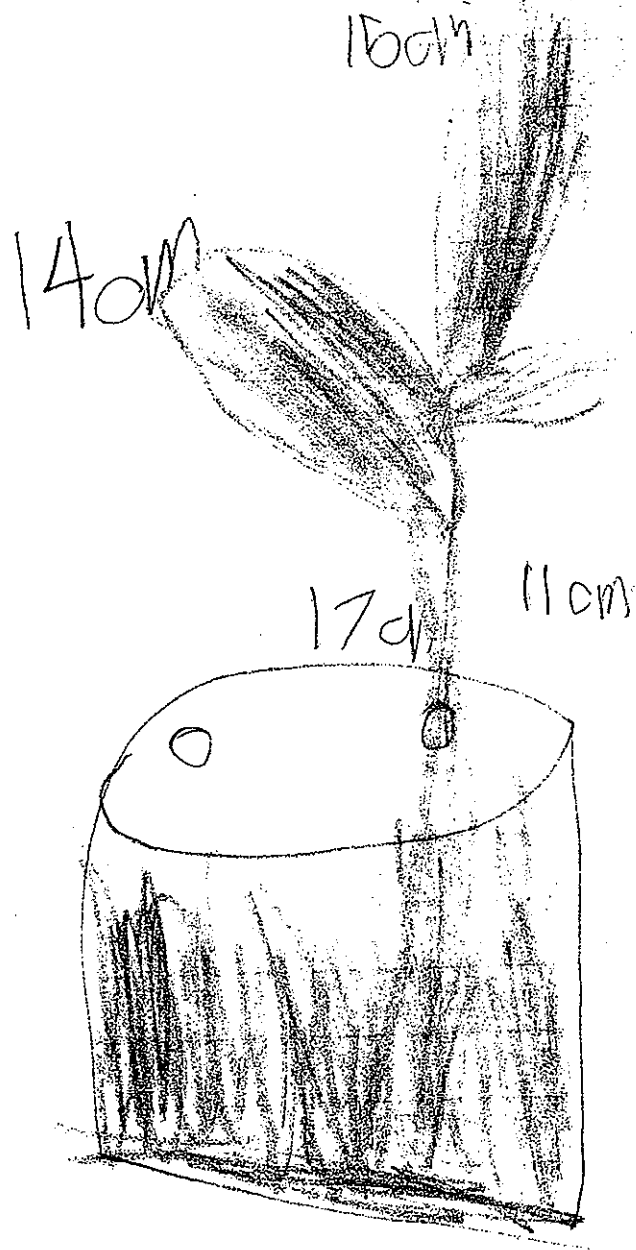


My stem was 6 cm.

My 2

My node grew two
more leaf and a root.





My node changed on
the top. My node
add a stem.

Name _____

Date Prompt #3

WHAT DO ANIMALS NEED? REVIEW

1. What do animals need to live?

See Teacher's Guide pg. 119 Step #23
food, water, air, shelter

2. What do plants need to live?

See Teacher's Guide pg. 119 Step #23
light, water, air, space, nutrients

3. What did you add to your terrarium that will help animals live?

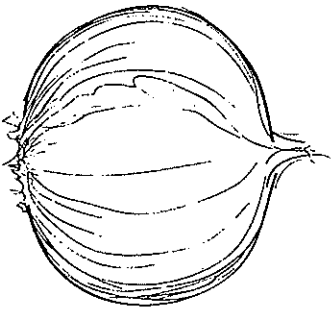
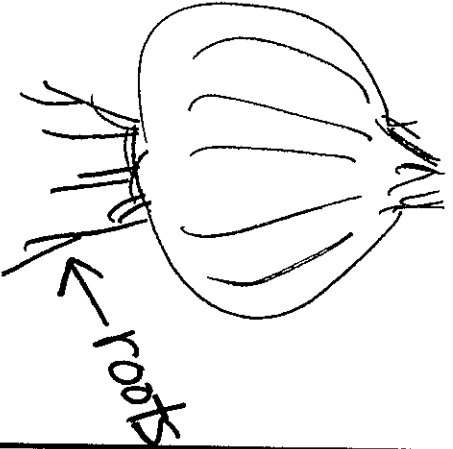
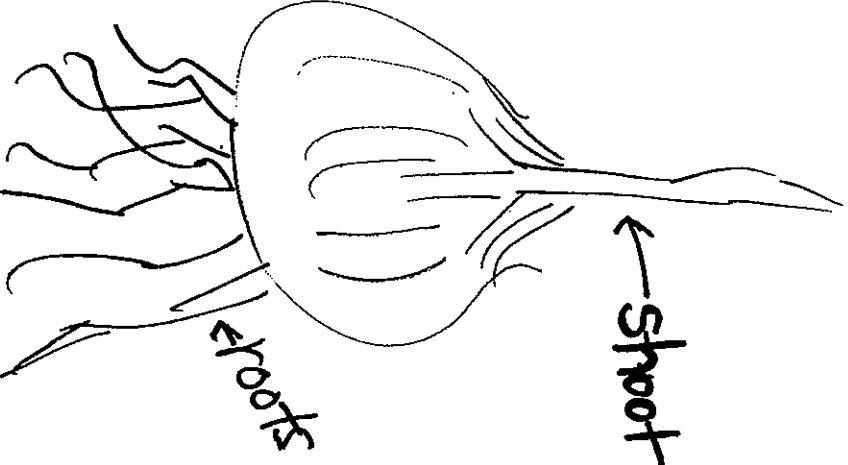
See Teacher's Guide pg. 119 Step #23
Water, seeds, plants, leaves

4. Why do animals need shelter?

See Teacher's Guide pg. 119 Step #23
To keep them safe from the weather
and other animals. Shelter provides a
safe place to raise young.

GROWING BULBS

Name _____

<p>This is what a bulb looks like before it starts to grow.</p> 	<p>PICTURE A</p> <p>Draw what a bulb looks like when it first starts to grow.</p> 	<p>PICTURE B</p> <p>Draw what a bulb looks like 1 week after it starts to grow.</p> 
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Investigation 4: Bulbs and Roots
No. 11—Science Notebook

Name _____

Date _____

ANIMAL TEETH REVIEW

1. What are long, pointed, side teeth called? canines

Name some animals that use these teeth to catch their food.

Foxes mountain lions and
coyotes use canines.

2. What are big, sharp, front teeth called? incisors

Name some animals that use these teeth to cut their food.

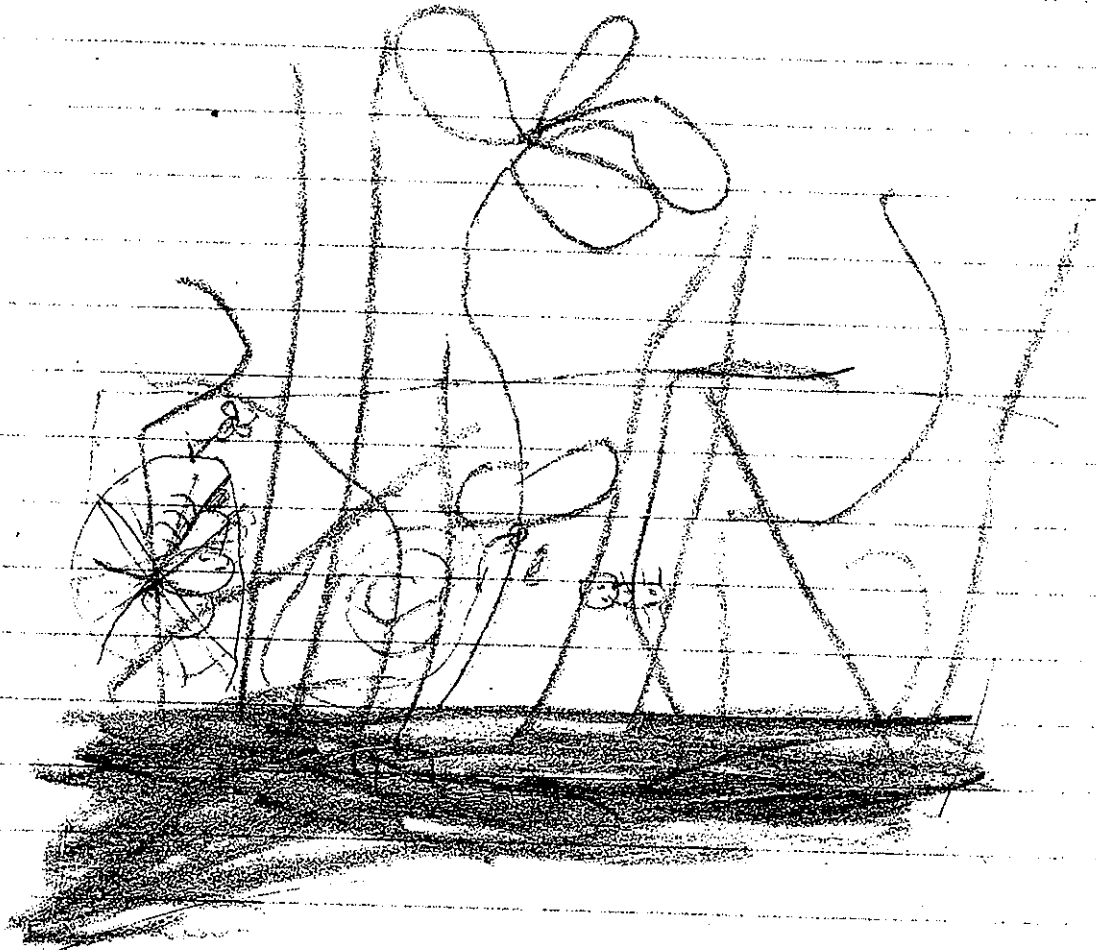
Deer Rabbits, squirrels and
caribou use incisors

3. What are wide, flat, back teeth called? molars

Name some animals that use these teeth to chew their food.

Hores, people Prairie dog
Monkeys and sloths use molars

Animals in my Terarium



The water help The
waom and the
waom eat. The soil
is shelter for the waom.