

# Sample Anchor Papers

## Life Science

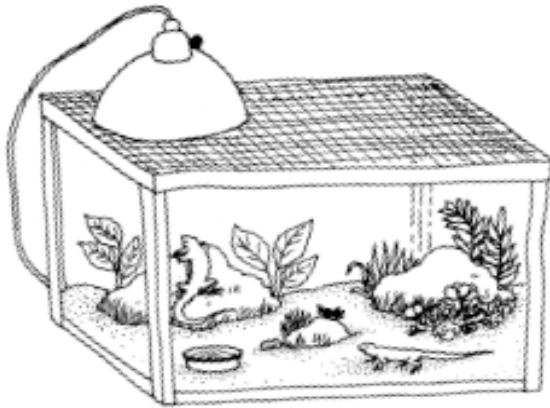
### Grade 4 - Reporting Period 3 FOSS California *Environments*

This sample set of anchor papers includes examples of all four proficiency levels: advanced, proficient, basic, and below basic. The identified prompt from the *Recommended Body of Evidence* and a prompt specific rubric are included. This prompt assesses Life Science Content Standard LS3c. A commentary is attached to each work sample.

*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 cumulative skills, strategies, and concepts identified in the California frameworks and content standards.*

**Fourth Grade Life Science Prompt 1: FOSS: Environments**  
**Investigation 1: Terrestrial Environments Part 2: Recording Changes**  
**Response Sheet – Terrestrial Environments – No. 2 Science Notebook**

**RESPONSE SHEET—TERRESTRIAL ENVIRONMENTS . . .**



- salamanders L
- cricket L
- rocks
- pan of water
- broad-leaved plants L
- light L
- grassy plants L
- glass terrarium
- thin-leaved plants L
- soil L
- flowering plants L
- temperature

Sara used the picture above to make a list of all the environmental factors she saw in this terrestrial environment. She put an L next to each factor she identified as a living factor. The list Sara made appears above.

Do you agree that all the factors Sara marked with an L are living? \_\_\_\_\_ If not, tell which ones you don't agree with and explain why you don't agree.

Describe how two of the nonliving factors might influence the living factors in this terrarium.

**CA Science Content Standards addressed in this assessment**

*LS3a Students know ecosystems can be characterized by their living and nonliving components.*

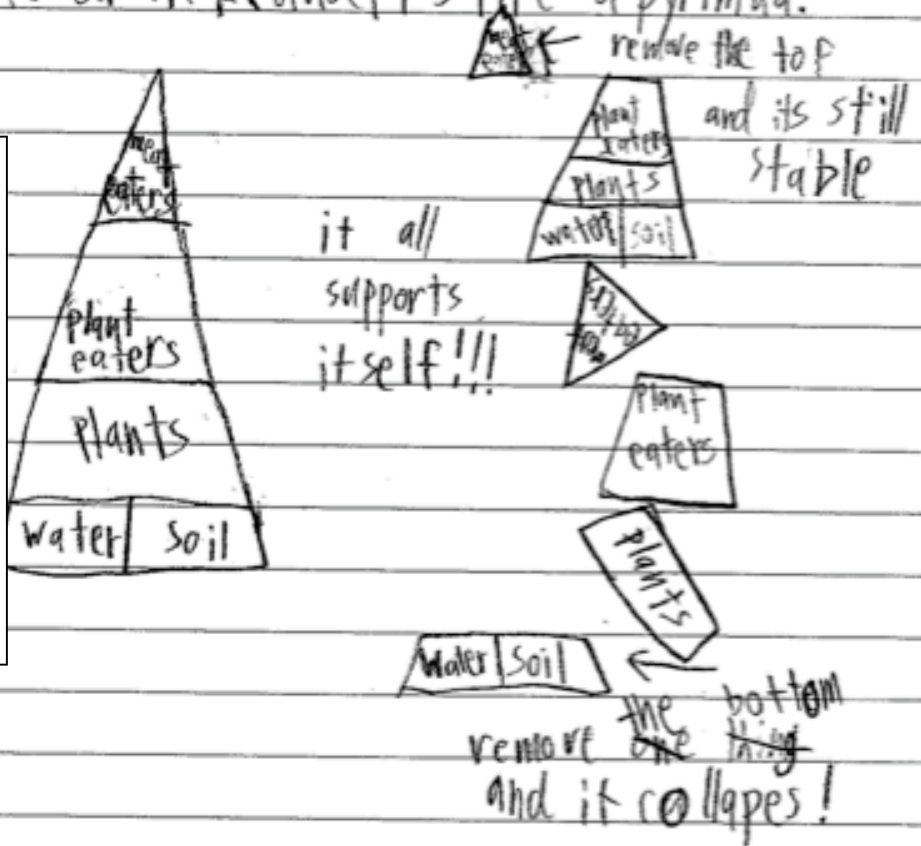
<b>A</b>	Includes all characteristics of a proficient response AND extends thinking, makes connections and/or provides a level of detail not expected in a proficient response.
<b>P</b>	Student recognizes that light and soil are nonliving and is able to explain why. Student clearly and logically describes how two nonliving factors might influence one or more living factors.
<b>B</b>	Student recognizes that light and soil are nonliving, but provides a limited explanation. Student describes how two nonliving factors might influence one or more living factors.
<b>BB</b>	Student is not able to recognize that light and/or soil are nonliving. Student provides incorrect details and/or limited description of nonliving factors that influence living factors.

ADVANCED SAMPLE

(6)

I don't agree that light is not living because it first, doesn't have a structure and second, it doesn't have cells. Soil is not living also because it must have cells. Though it can support life it isn't life.

Soil and a part of water can help support plants and animals. This is because soil help gets a footing for plants and animals which is one thing essential for life. Water also provides something for plants and animals to drink, and it's like a pyramid.



4<sup>th</sup> grade Life Science  
Prompt 1: FOSS California  
Environments  
ADVANCED WORK SAMPLE

The student recognizes light and soil as nonliving and connects the needs of plants to the survival of other living things. The student clearly describes how nonliving factors influence living factors and includes advanced details such as *structures* and *cells*.

## PROFICIENT SAMPLE

### Explanations for Response Sheet

1 A lamp is not living because it is  
Part electrical it does not breathe you don't feel  
One

2 Soil is not living soil is not alive  
it is just what the plants grow in it does not grow

1 soil can effect the plants that  
Part grow in the terrarium because  
two Without soil what would the plants  
grow in.

2 The lamp can effect the plants and  
lizards. Lizards like heat and the  
lamp look like a heat lamp. The light  
can also effect the plants because  
I know <sup>some</sup> plants like heat and light.  
It helps them grow.

#### 4<sup>th</sup> grade Life Science

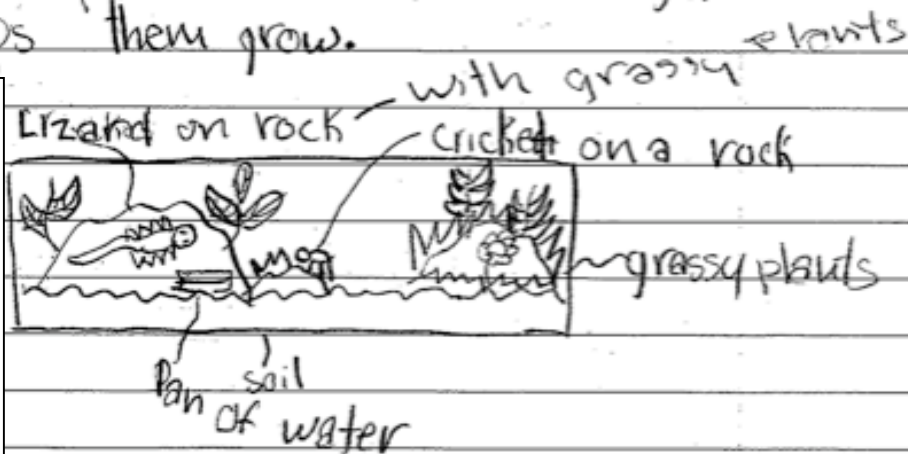
#### Prompt 1: FOSS California

#### Environments

#### PROFICIENT WORK

#### SAMPLE

The student correctly identifies the lamp and soil as nonliving things. The student includes an explanation that the lamp "is electrical it does not breathe" and soil "it does not grow". Student describes how soil (nonliving) allows plants (living) to grow and the lamp (nonliving) helps lizards (living) "lizards like heat" and plants "helps them grow".



## BASIC SAMPLE

No light is not a living thing it is like the sun that give off light.

No soil is not a living thing it provides water for plants.

No temperature not living thing but it help the animals to stay a life.

### 4<sup>th</sup> grade Life Science

**Prompt 1:** FOSS California

*Environments*

BASIC WORK SAMPLE

The student recognizes that light and soil are nonliving. Explanation is limited; the student does not give a characteristic of living things as evidence for why light and soil are nonliving. The student describes only one factor and does not fully develop an explanation.

## BELOW BASIC SAMPLE

1. I don't agree with the lights. I don't agree that the light is living because you can't give it water or feed it food. It's made by hand and needs batteries!

2. The light gives the salamanders heat, which makes them grow.

The pan of water gives them energy. They are able to move.

The rocks let them climb. They can get to high points!

### 4<sup>th</sup> grade Life Science

**Prompt 1:** FOSS California

*Environments*

BELOW BASIC WORK SAMPLE

The student only recognizes light as nonliving. Explanation states that light is "made by hand and needs batteries".

Explanations are incorrect, "light gives the salamander heat, which makes them grow." "The pan of water gives them energy."