

# Sample Body of Evidence

## Science

Grade K – First Reporting Period

FOSS California Trees

Earth Science/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 Prompts) identified in the Recommended Body of Evidence
- *Expected Student Responses* to Work from in-class investigations
- *Sample Assessment Checklists*
- *Sample Narrative Report*

### 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).*

Inv. 1 Part 1:

How do people and animals use trees?

## Expected Student Response

### 9. DISCUSS HOW PEOPLE USE TREES AS RESOURCES

Ask students to discuss how humans use trees.

- Trees can provide shade for a cool place to rest.
- They can provide food.
- They give beauty to the environment.
- They can be cut into lumber to build homes and furniture.
- They can be cut into logs to provide fuel for fires. **TE page 50**

## Expected Student Response

### WHAT WE LEARNED

- Trees are living.
- Trees need water, light, and nutrients from the soil.
- *Student questions?*

TE page 59

↓ TREE



leaves

branches

TRUNK

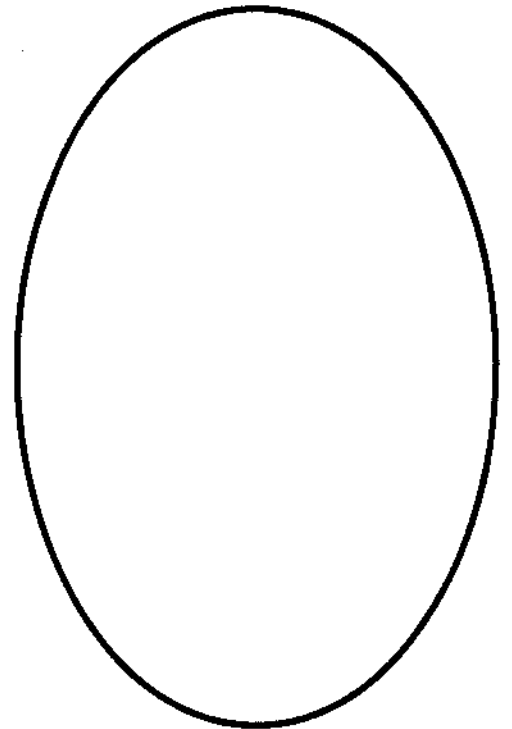
Roots

Inv. 1 Part 6:

What are the parts of trees?

*Prompt #4*

This is my tree in the \_\_\_\_\_.



**Draw a leaf from your  
tree here.**

*Prompt #5*

Draw a picture of your fruit.

Glue a seed from your fruit here

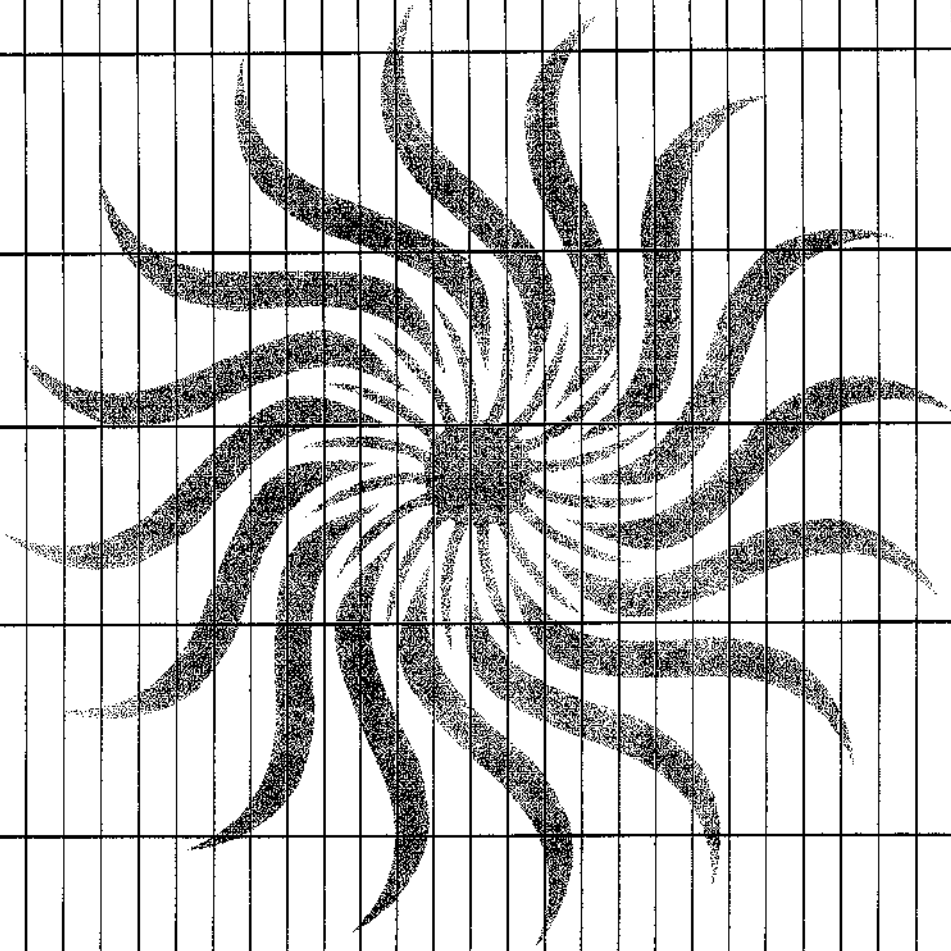


# ASSESSMENT CHECKLIST

## TREES MODULE

### CONTENT KNOWLEDGE

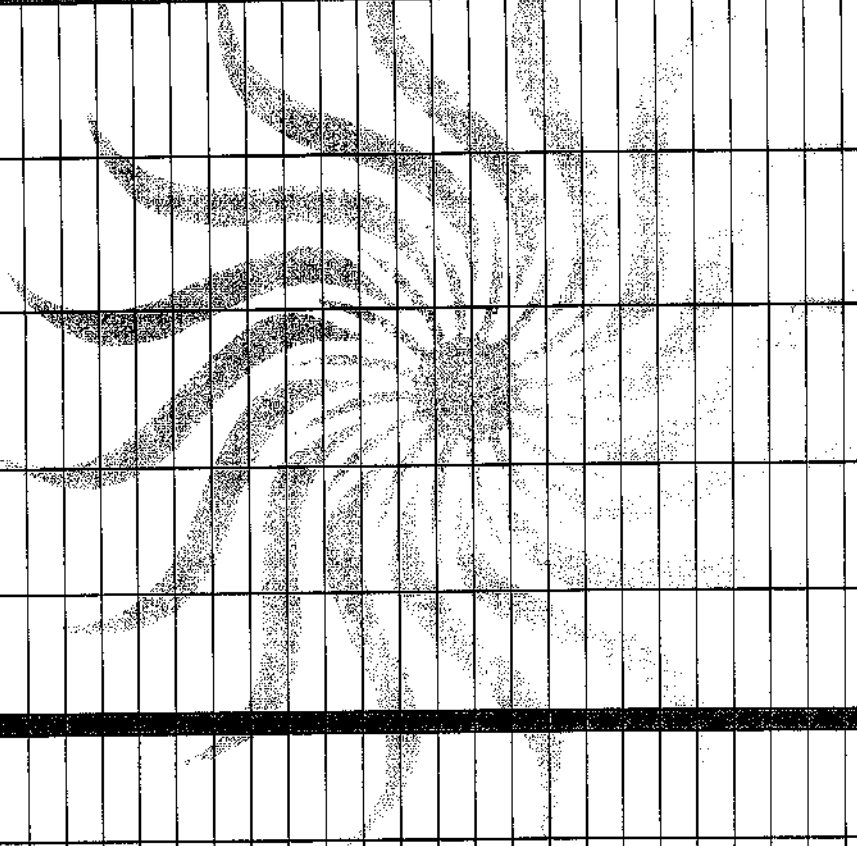
STUDENT NAME	Trees are plants and have structures	Trees are living; they have basic needs	Trees change through the seasons	Trees are resources	Weather changes daily, seasonally	Landforms have characteristics	Notes
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# ASSESSMENT CHECKLIST

## TREES MODULE

STUDENT NAME	CONDUCTING INVESTIGATIONS					BUILDING EXPLANATIONS					Notes
	Shows respect for living things	Asks questions	Practices safety	Observes using five senses	Describes properties of parts of trees	Communicates observations orally and uses new vocabulary	Communicates observations by drawing, dictating or writing	Compares trees; landforms; weather daily/seasonally	Compares and sorts objects (leaves) using one property.		
1.	+	+	+	✓	+	+	+	✓	+		
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# TREE OBSERVATIONS

Date \_\_\_\_\_ Location \_\_\_\_\_

_____ said, • the trunk is brown and bumpy • leaves are green and smooth	_____ said,
_____ said,	_____ said,
_____ said,	_____ said,
_____ said,	_____ said,
_____ said,	_____ said,

# NARRATIVE REPORT

## TREES

Name \_\_\_\_\_

Date from

9/03 to 10/31

### PURPOSE OF THE MODULE

FOSS Trees provides young students with close and personal interaction with trees. Students learn about the structure of trees and what they need to live. Pictorial materials heighten students' awareness of the diversity and variety of trees and leaves. Once they are familiar with the common shapes of leaves or silhouettes of trees, they take their newfound knowledge outside to compare to living trees. They compare tree structures and note how they are alike and how they are different from tree to tree. Students take care of a tree in the classroom for 2 weeks, then plant it in the schoolyard. They adopt trees in the schoolyard and watch for changes through the seasons. Systematic investigation of trees brings students to a better understanding of trees' place at school and in the community, and provides some solid experiences on the way to understanding all plants. Students' observation, communication, and comparison skills are enhanced through this process. Students also monitor daily and seasonal changes and look for how weather affects living things on Earth. They are introduced to characteristics of different landforms.

Below is a checklist to inform you of the student's progress in this module.

First Reporting Per

Content Knowledge		Conducting Investigations		Building Explanations	
Trees have structures.	✓	Shows respect for living things.	✓	Describes properties. <b>color &amp; shape</b>	✓
Trees are living; they have basic needs.	✓	Asks questions.	✓	Communicates observations orally; uses new vocabulary.	✓
Trees change through the seasons.	NA	Practices safety.	✓	Communicates observations by <u>drawing</u> , <u>dictating</u> , or writing.	✓
Trees are resources.	✓	Observes using the five senses. <b>sight &amp; touch</b>	✓	Compares structures of trees, observing similarities and differences.	NA
Landforms have characteristics.	NA			Compares and sorts objects (leaves) using one property.	✓
Weather can change from day to day and from season to season.	NA			Compares landforms.	NA

Comments: \_\_\_\_\_

\_\_\_\_\_

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