

Middle School Portfolio Content-Specific Assessment Task Template

Grade: 6th Grade Quarter: 1 Content Area: Science

Name of Task: Planet for Sale Suggested or Required Required

Measurement Topic(s)	Standards / Elements Assessed in Task	Reporting Topic
<ul style="list-style-type: none"> • Characteristics of the Universe 	<p>S6E1: Milky Way galaxy b. Describe the position of the solar system in the Milky Way galaxy and the universe.</p> <p>S6E1: Planets c. Compare and contrast the planets in terms of size relative to Earth, surface and atmospheric features, relative distance from the Sun, and their ability to support life.</p> <p>S6E1: Comets, Asteroids, and Meteors f. Describe the characteristics of comets, asteroids, and meteors.</p>	<ul style="list-style-type: none"> • Astronomy
Characteristics/Common Core Connection	<p>Common Core ELACC6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>	Characteristics of Science S6CS6. Students will communicate scientific ideas and activities clearly.

Format: Performance Task Estimated Time: 2 weeks
 Brief Description: Students will create a brochure that advertises a property for sale in the solar system. Students can work to exceed the standard by completing the teacher/student planet interview.

Assessment Protocol: Students may complete task individually or in cooperative groups over a two week period. Research information will be gathered during classroom instruction, textbook, and internet resources.

Materials Needed: Copy paper, crayons, color pencils, markers, glue, scissors, construction paper, rulers, and internet or other resources to use for research and pictures.

Instructions for Teachers: During the astronomy instructional unit, have students to gather information for their brochures. You may want to allow class time for students to work in computer labs or the media center for research. Students will meet with the teacher for planet interviews. **Teachers may use the following questions to evaluate student performance for exceeding the standards.**

Planet for Sale- Student Instructions

Instructions for Students:

Your teacher is seeking new residence on another planet. You are a realtor who is selling a planet in our solar system. You will create a brochure to advertise your planet globally and universally. Your advertisement will compete against other solar realtor advertisements when it is presented to your teacher.

Brochure Required Content:

- Planet name?
- What number is the planet from the sun?
- What is the distance from sun?
- What is the closest planet to your planet?
- What makes up the atmosphere of your planet?
- What makes up the surface of your planet?
- What is the mass of your planet?
- Describe the galaxy in which the planet is located (shape of galaxy, name of galaxy and arm, location of solar system in galaxy).
- Draw, label, color and describe a picture of comet.
- Draw, color, and describe a picture of an asteroid, meteor, meteoroid, and meteorite.
- Explanation of where a comet, asteroid, meteor, meteoroid, and meteorite may be found.
- Name of realtor company
- Logo of your company

Suggested Research Sites:

http://www.kidsastronomy.com/solar_system.htm

Kids Astronomy

<http://kids.nineplanets.org/>

The ~~Nine~~-8 planets

http://kids.f9.net.uk/flash/planets/about_planets.html

F 9 Kids

<http://stardate.org/astro-guide/ssguide>

Star Date

<http://nssdc.gsfc.nasa.gov/planetary/planetfact.html>

Planetary Facts Sheets

<http://pds.jpl.nasa.gov/planets/welcome.htm>

Welcome to Planets

Planet for Sale Rubric

		4-Exceeds	3-Meets	2-Progressing	1-Does Not Meet
<p style="text-align: center;">Measurement Topic: Characteristics of the Universe</p> <p>S6E1 Students will explore current scientific views of the universe and how those views evolved.</p> <p style="text-align: center;">Score: _____</p>	<p>Element b: Milky Way galaxy</p>	<p>The student exceeds the standard by generating new ideas about the standard through applications and/or analogies.</p> <p>Criteria: Answers question 1 of the interview questions correctly.</p>	<p>The student meets the standard by accurately describing the position of the solar system in the Milky Way galaxy and the universe (shape, name, and location).</p> <p>Criteria: Correctly identifies shape, name, and location</p>	<p>The student shows limited progress toward the standard by describing the position of the solar system in the Milky Way galaxy and the universe with partial accuracy (shape, name, and location).</p> <p>Criteria: Correctly identifies 2 of the 3 parts (shape, name, location)</p>	<p>The student shows minimal progress toward the standard by not <u>or</u> incorrectly describing the position of the solar system in the Milky Way galaxy and the universe (shape, name, and location).</p> <p>Criteria: Correctly identifies 1 of the 3 parts (shape, name, location)</p>
	<p>Element c: Planets</p>	<p>The student exceeds the standard by generating new ideas about the standard through applications and/or analogies.</p> <p>Criteria: Answers question 2 of the interview questions correctly.</p>	<p>The student meets the standard by accurately comparing and contrasting the planets in terms of size relative to Earth, surface and atmospheric features, relative distance from the Sun, and their ability to support life.</p> <p>Criteria: Correctly answers all 7 planet questions</p>	<p>The student shows limited progress toward the standard by comparing and contrasting the planets in terms of size relative to Earth, surface and atmospheric features, relative distance from the Sun, and their ability to support life with partial accuracy.</p> <p>Criteria: Correctly answers 3-6 planet questions</p>	<p>The student shows minimal progress toward the standard by not <u>or</u> incorrectly comparing and contrasting the planets in terms of size relative to Earth, surface and atmospheric features, relative distance from the Sun, and their ability to support life.</p> <p>Criteria: Correctly answers 0-2 planet questions</p>
	<p>Element f: Comets, Asteroids, and Meteors</p>	<p>The student exceeds the standard by generating new ideas about the standard through applications and/or analogies.</p> <p>Criteria: Answers question 3 of the interview questions correctly.</p>	<p>The student meets the standard by accurately describing the characteristics of comets, asteroids, and meteors.</p> <p>Criteria: Correctly labels and identifies the location of all 3 small bodies</p>	<p>The student shows limited progress toward the standard by describing the characteristics of comets, asteroids, and meteors with partial accuracy.</p> <p>Criteria: Correctly labels and identifies the location of 2 small bodies</p>	<p>The student shows minimal progress toward the standard by not <u>or</u> incorrectly describing the characteristics of comets, asteroids, and meteors.</p> <p>Criteria: Correctly labels and identifies the location of 1 small body</p>

Characteristics of Science /Common Core Connections

<p>Characteristics of Science: S6CS6. Students will communicate scientific ideas and activities clearly.</p> <p>Common Core: ELACC6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>The student exceeds the standard by generating new ideas about the standard through applications and/or analogies.</p> <p>Criteria: Students can communicate scientific ideas and activities accurately and clearly for all three interview questions.</p>	<p>The student meets the standard by accurately communicating scientific ideas and activities clearly.</p> <p>Criteria: Students can communicate scientific ideas and activities accurately and clearly for two interview questions.</p>	<p>The student shows limited progress toward the standard by communicating scientific ideas and activities clearly with partial accuracy.</p> <p>Criteria: Students can communicate scientific ideas and activities accurately and clearly for only one interview question.</p>	<p>The student shows minimal progress toward the standard by not <u>or</u> incorrectly communicating scientific ideas and activities clearly.</p> <p>Criteria: Students cannot communicate scientific ideas and activities accurately and clearly for any interview questions.</p>
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