

Tree/Not a Tree Assessment

Assessing Declarative Knowledge:

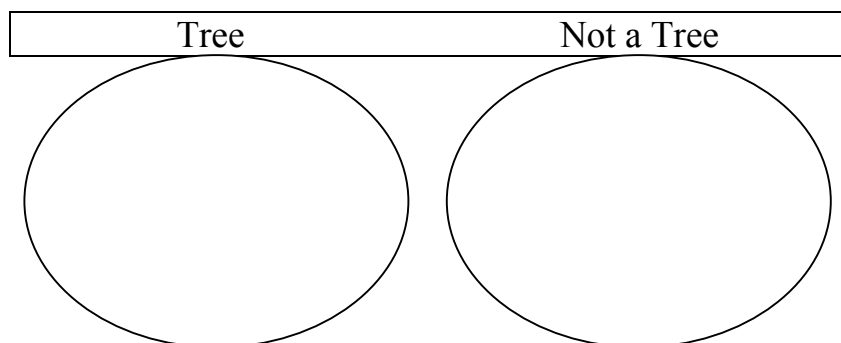
- This assessment measures students' ability to distinguish between objects that have come from a tree and that were part of the tree from objects that may have come from a tree but were never part of the tree.
- This assessment can be used at the end of the unit or at any time during the unit that seems necessary.

Criterion for a Complete Response:

- Accurately sorts the items into two categories (Tree/Not a Tree) as shown below.

Materials Needed:

- Ideally, use of the real items listed below will provide for an authentic assessment of what students know or don't know, however, use of pictures of the items below is also acceptable. Possible pictures are provided with this assessment.
 - twigs (Tree)
 - twine (Not a Tree)
 - leaves (Tree)
 - a nest (Not a Tree)
 - a vine (Not a Tree)
 - a woodland animal (Not a Tree)
 - pine cones (Tree)
 - acorns (Tree)
 - feathers (Not a Tree)
 - rocks (Not a Tree)
 - nails (Not a Tree)
 - roots (Tree)
- If using real items, two large pieces of string tied into a circle or two hula hoops.
- If using the pictures, one 12 X 18 sheet of paper with two circles that are similar to but not a Venn diagram as drawn below. (See note.)





Directions for Students:

- “We have just finished observing our school yard tree (or the classroom tree).”
- “I want you to think about all the things we have observed about our tree as we look at the things I have with me today.”
- “I have some things in this bag that you will recognize.” or “I have pictures of some things you will recognize.” (Have students name the items (or pictures) to make sure that they will recognize them.)
- ”We are going to sort these things into two circles.”
- “The first circle will hold the things that we know are a part of a tree.”
- “The second circle will hold things that we might find in a tree or close to a tree but that we know are not part of the tree.”
- “Think about what parts the tree needs to live and grow as you sort.”
- “Let’s sort the items now.”
- “Be ready to tell me the reasons for each of your decisions.”

Notes:

- Using a larger sheet of paper will allow students to fit all the items on the page without having to worry about having enough space for all of the items.
- Students should put all the things that are a part of a tree into one circle.
- All the things that could be in a tree or around a tree but not be a part of a tree should be placed into the other circle as indicated.

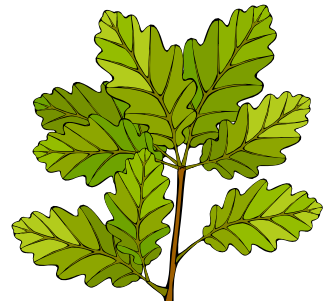
Pictures for the Tree/Not a Tree Assessment



twig



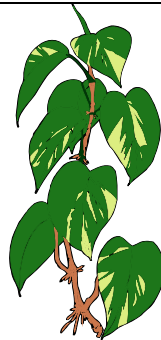
twine



leaves



nest



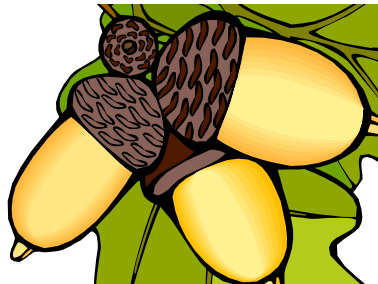
vine



squirrel



pine cone



acorns



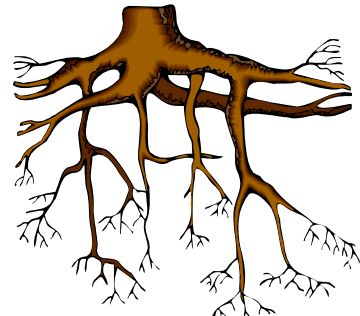
feather



rocks

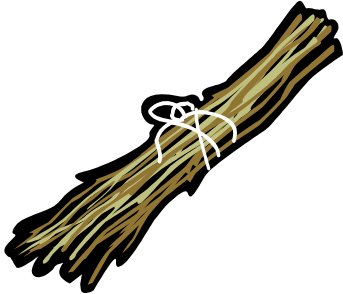


nails

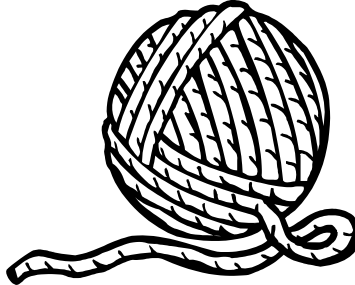


roots

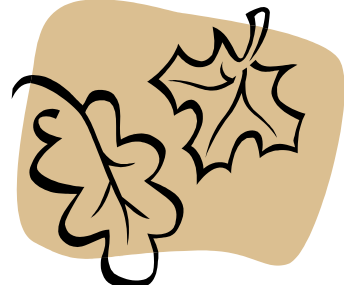
Alternate Pictures for the Tree/Not a Tree Assessment



twigs



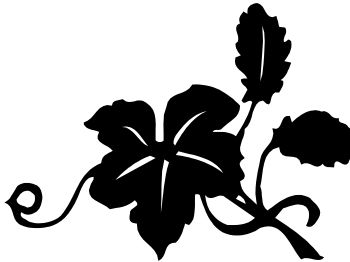
twine



leaves



nest



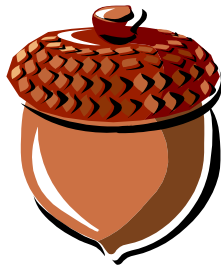
vine



chipmunk



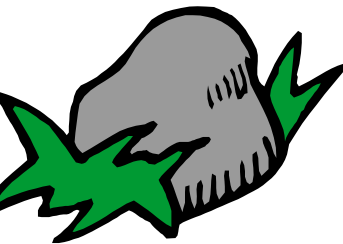
pine cones



acorn



feathers



rock



nails



roots