

## **How Trees Change Assessment**

### **Assessing Declarative Knowledge:**

- This assessment measures students' ability to demonstrate understanding of how trees can change through a year.
- This assessment can be used at the end of the unit.

### **Criterion for a Complete Response:**

- Students will accurately draw two pictures of the same tree as it would look at two different times of the year.

### **Materials Needed for Each Student:**

- One 12" X 18" sheet of manila paper that has been folded in half.
- Crayons, markers, chalk, and/or any other medium you would prefer to use.

### **Directions for Students:**

- "You will be drawing two pictures of the **same** tree."
- "Draw your first tree as it would look in either fall, winter, spring or summer."
- "Now that you are finished with your first tree, pick **another time of year** and draw that **same** tree."
- "Make sure you draw the **same** tree but **do not** draw that tree at the **same time of year**."
- "Be ready to tell me about your drawing when you are finished."
- Teachers should record student comments about their trees. Try to elicit from students the name of the tree (or some indication of which tree they have drawn) and the time of year intended.

### **Notes:**

- It is expected that students would have a working understand of the words "fall", "winter", "spring" and "summer". The term "season" is one that should be used in context with students during the course of this unit, however, it would be developmentally inappropriate for students to be at mastery for a full understanding of the word "season" to complete this activity.

- To ensure that students follow directions correctly (same tree but different season), try one of the following ...
- wait for all students to finish their first tree before beginning the second.  
pick another time of the day or another day for drawing the second tree.