Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 4 Summative Assessment

Goal: Relationships with our environment determine sustainability. We need to work on that relationship.

Role: You are a conservationist concerned about threatened wild life in Florida.

Audience: Potential volunteers and investors

Product: A presentation outlining the details of your ecosystem. You will choose one from below assigned to you.

Standards for Success:

Choose either the Florida Gulf Coast or the Everglades ecosystem, and follow the instructions in the powerpoint template to give:

1. A list and detailed explanations of the limiting factors of this ecosystem
2. An explanation of why it is endangered
3. A detailed plan for saving it (while not threatening natural limiting factors).
4. A works cited page.
5. Should be done as a powerpoint or Prezi.

|  |  |  |
| --- | --- | --- |
| **Knowing and Understanding, Year 1**AL | MYP Language | Task Clarification |
| 0 | The student **does not** reach a standard described by any of the descriptors below. | You did not do slide 2. |
| 1-2 | The student is able to: i. **select** scientific knowledge ii. **select** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**, **with limited success**.  | 1. You have a slide addressing the limiting factors, but they are incorrect or highly incomplete.
 |
| 3-4 | The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments. | 1. You have a slide with limited detail on limiting factors.
 |
| 5-6 | The student is able to: i. **state** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to **make scientifically supported judgments**.  | 1. You have a slide with general details on limiting factors.
 |
| 7-8 | The student is able to: i. **outline** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **interpret** information to **make scientifically supported judgments.** | 1. You have a slide explaining limiting factors in depth, with abundant detail and real world connections to your ecosystem.
 |

|  |  |  |
| --- | --- | --- |
| **Reflecting on the Impact of Science, Year 1**AL | MYP Language | Task Clarification |
| 0 | The student **does not** reach a standard described by any of the descriptors below. | You did not do slides 3-4. |
| 1-2 |

|  |
| --- |
| The student is able to, **with limited success**: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding iv. document sources.  |

 | 1. You have a slide for the problem, but you have not developed a solution.
2. You have addressed the problem, but you have not explained it well or accurately.
3. You have cited some sources in the text.
 |
| 3-4 |

|  |
| --- |
| The student is able to: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources correctly.  |

 | 1. You have a slide with a reasonable solution to the problem, with limited detail.
2. You have addressed the problem, but with limited evidence.
3. You have cited sources in the text.
 |
| 5-6 |

|  |
| --- |
| The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding **clearly and precisely** iv. **usually** document sources correctly.  |

 | 1. You have a slide with a reasonable solution to the problem, and have given details on how it will work.
2. You have addressed the problem and provided evidence of its impact.
3. You have included some sources on a works cited page.
 |
| 7-8 |

|  |
| --- |
| The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**. |

 | 1. You have a slide with a reasonable solution to the problem, and have given extensive details on how this plan will work, also addressing setbacks that may be encountered with solutions.
2. You have addressed the problem and provided abundant evidence of its impact, while also connecting the current problem to future impact and personal impact.
3. You have properly included all sources on a works cited page.
 |

IB Score: Grade: