

Terrapins

Teacher Scoring Tool

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The questions in each activity serve an important role in the development of a student's understanding of the identified concepts, skills and processes of science. These questions guide student thinking and build conceptual understanding. They also provide opportunities for both formal and informal assessment of a student's mastery of

Terrapins - Scoring Tool - Grade 3

identified indicators. How the classroom teacher chooses to use these questions depends on the students and the instructional goals for the activity. Not all questions need to be formally assessed. When answering questions that build an early understanding of concepts and processes, whole group modeling and/or think aloud strategies are important strategies to use. Paired, small group and whole group responses may also be instructionally appropriate. These questions are usually not assessed. However, there should be identified times within the task, that the teacher should formally or informally assess answers to students responses that provide feedback about what students know and are able to do. Before you begin an instructional task, choose which questions you will use for instruction and which for informal and formal assessment that will further guide instruction.

| Activity # 1A | Outcome | Indicator | Scoring Tool |
|--------------------|--|---|--|
| Animal Populations | Skills and Process/ Science Inquiry | Responses to this activity demonstrate the ability of students to compare data and identify a possible trend | This response: 2 - accurately identifies the trend from the graph and uses data to support their answer |
| | | | 1 - accurately identifies the trend on the graph but doesn't use data from the graph to support it |
| | | | 0 - other |
| | | | Answer Example: The trend of the Kemp's Ridley Sea Turtle population from 1947 to 1977 decreased. In 1947 there were 40,000 sea turtles and in 1977 there were less than 5,000 sea turtles. |
| Activity # 1B | Outcome | Indicator | Scoring Tool |
| Animal Populations | Environmental Issues | Responses to this activity demonstrate the ability to explain that using the environment to meet one's wants and needs has consequences. | Score - 1 B. People caught and killed the turtles for food and jewelry. |

Terrapins - Scoring Tool - Grade 3

| Activity # 1C | Outcome | Indicator | Scoring Tool |
|--------------------|--|---|--|
| Animal Populations | Skills and Process/ Science Inquiry | Responses to this activity demonstrate the ability of students to compare data and to identify possible trends | This response: 2 - accurately identified the trend on the graph and uses data from the graph to support it |
| | | | 1 - accurately identified the trend on the graph but doesn't use data from the graph to support it |
| | | | 0 - other |
| | | | Answer Example: The trend of the Kemp's Ridley Sea Turtle population from 1977 to 1997 is an upward trend. In 1977, the turtle population was close to 0 and by 1997 it was rising close to 5,000. |
| Activity # 1D | Outcome | Indicator | Scoring Tool |
| 1D | Skills and Process/ Science Inquiry | Responses to this activity demonstrate the ability of students to use information when forming predictions | This response: 2 - correctly forms a prediction and provides support for this prediction. |
| | | | 1 - forms a prediction OR explains why |
| | | | 0 - other |
| | | | Answer Example Increase The turtle population will continue to increase because the turtles can no longer be sold for food and jewelry. According to the graph, there was an increase in the number of turtles existing in 1997. |

Terrapins - Scoring Tool - Grade 3

| Activity # 2B | Outcome | Indicator | Scoring Tool | | | |
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| Turtles in Trouble | Environmental Science | Responses to this activity demonstrate the ability of students to explain that using the environment to meet one's wants and needs has consequences | This response: 1 - correctly identifies at least one action of people and one consequence that would affect a sea turtle. | | | |
| | | | 0- other | | | |
| | | | Answer Example: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Cause</td> <td style="width: 50%;">Effect</td> </tr> <tr> <td>1. Humans build roads, parking lots, and homes,</td> <td>turtles lose habitats</td> </tr> <tr> <td>2. People leave plastic bags on the beaches.</td> <td>turtles can eat them and die</td> </tr> </table> | Cause | Effect | 1. Humans build roads, parking lots, and homes, |
| Cause | Effect | | | | | |
| 1. Humans build roads, parking lots, and homes, | turtles lose habitats | | | | | |
| 2. People leave plastic bags on the beaches. | turtles can eat them and die | | | | | |
| Activity # 3A | Outcome | Indicator | Scoring Tool | | | |
| Viewing and Reading for Information | Skills and Processes/ Critical Thinking | Responses to this activity demonstrate the ability of students to identify similarities and differences of objects | This response: | | | |
| | | | 3 = Correctly identifies 3 similarities of terrapins and sea turtles | | | |
| | | | 2 = Correctly identifies 2 similarities of terrapins and sea turtles | | | |
| | | | 1 = correctly identifies 1 similarity of terrapins and sea turtles | | | |
| | | | 0 = all other answers | | | |
| Answer Example: Both like to eat fish Both nest on sandy beaches Both are eaten by raccoons, dogs, gulls, and larger fish Both are affected by oil spills and plastic trash. Boat propellers are harming both. Both may have a declining population. Both live in the water. | | | | | | |
| Activity # 3B | Outcome | Indicator | Scoring Tool | | | |

Terrapins - Scoring Tool - Grade 3

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| Viewing and Reading for Information | Skills and Processes/ Scientific Inquiry | Responses to this activity demonstrate the ability of students to use information when forming predictions | <p>This response: 2 - correctly forms a prediction and provides support for this prediction. 1 - forms a prediction OR explains why 0 - other</p> <p>Answer Example: Changing Beaches I predict that changing beaches will be the biggest problem because terrapins return to the same beaches each year to lay their eggs. If people build on those beaches there will not be the proper habitat for terrapins to lay their eggs again.</p> |
| Activity # 3C | Outcome | Indicator | Scoring Tool |
| Viewing and Reading for Information | Skills and Processes/ Science Inquiry | Responses to this activity demonstrate the ability of | This response: 3 - accurately accesses and processes 4 - 5 problems, causes, and solutions for the terrapins |

Terrapins - Scoring Tool - Grade 3

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|-------------------------------------|---|---|--|------------------------------------|---------------------------------|-----------------------------|--------------|-----|---|----------|-----|---|--------------|-----|-----------------|--------------|-----|-------------------------------------|--------------------------|-----|--------------------------|
| | | the students to access and process information from readings, investigations, and/or oral communication | <p>2 - accurately accesses and processes 2 - 3 problems, causes, and solutions for the terrapins</p> <p>1 - accurately accesses and processes 1 problem, cause and solution for the terrapin</p> <p>0 - all other answers</p> <p>Answer Example:</p> <table border="0"> <tr> <td>Problems for <u>Sea turtles</u></td> <td>Problem for <u>terrapins</u></td> <td>Possible <u>solution</u></td> </tr> <tr> <td>1. houses...</td> <td>Yes</td> <td>- build away from water - set rules for building</td> </tr> <tr> <td>2. roads</td> <td>Yes</td> <td>- signs to warn drivers to slow down</td> </tr> <tr> <td>3. predators</td> <td>Yes</td> <td>- head starting</td> </tr> <tr> <td>4. pollution</td> <td>Yes</td> <td>- place garbage in the trash can</td> </tr> <tr> <td>5. caught by watermen</td> <td>Yes</td> <td>- place a BRD on the pot</td> </tr> </table> | Problems for <u>Sea turtles</u> | Problem for <u>terrapins</u> | Possible <u>solution</u> | 1. houses... | Yes | - build away from water - set rules for building | 2. roads | Yes | - signs to warn drivers to slow down | 3. predators | Yes | - head starting | 4. pollution | Yes | - place garbage in the trash can | 5. caught by watermen | Yes | - place a BRD on the pot |
| Problems for <u>Sea turtles</u> | Problem for <u>terrapins</u> | Possible <u>solution</u> | | | | | | | | | | | | | | | | | | | |
| 1. houses... | Yes | - build away from water - set rules for building | | | | | | | | | | | | | | | | | | | |
| 2. roads | Yes | - signs to warn drivers to slow down | | | | | | | | | | | | | | | | | | | |
| 3. predators | Yes | - head starting | | | | | | | | | | | | | | | | | | | |
| 4. pollution | Yes | - place garbage in the trash can | | | | | | | | | | | | | | | | | | | |
| 5. caught by watermen | Yes | - place a BRD on the pot | | | | | | | | | | | | | | | | | | | |
| Activity # 3D | Outcome | Indicator | Scoring Tool | | | | | | | | | | | | | | | | | | |
| Viewing and Reading for Information | Skills and Processes/ Scientific Inquiry | Responses to this activity demonstrate the ability of students to access and process information from readings, investigations, | <p>This response:</p> <p>1 - accurately accesses and processes at least 1 reason why scientists should be concerned about terrapins</p> <p>0 - all other answers</p> | | | | | | | | | | | | | | | | | | |

Terrapins - Scoring Tool - Grade 3

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| | | and/or oral communications | Answer Example: Scientists should be concerned about terrapins because many of the same problems that are affecting the sea turtles are affecting the terrapins. The sea turtles became endangered because of these problems so the terrapins might also become endangered. |
| Activity # 3E | Outcome | Indicator | Scoring Tool |
| Viewing and Reading for Information | Skills and Processes/ Scientific Inquiry | Responses to this activity demonstrate the ability of students to access and process information from readings, investigations, and/or oral communications | Score - 1 A. The turtles are protected from animals that might eat them when they are very small. |
| Activity # 3F | Outcome | Indicator | Scoring Tool |
| Viewing and Reading for Information | Reading to be informed Developing Interpretation | Responses to this activity demonstrate the ability of students to access and process information from readings, investigations, and/or oral communications | This Response: 1 - correctly identifies the how BRD's will help terrapins 0 - other answers Answer Example When terrapins get caught in crab pots they are not able to get air and can die. The BRD's will help the terrapins stay out of the crab pots so they won't drown. |
| Activity # 4A | Outcome | Indicator | Scoring Tool |
| Home, Sweet, Home | Interdependence of Organisms | Responses to this activity demonstrate an understanding that organisms can survive only in environments in which their needs can be met | This response 3 - listed 5 items that terrapins will need in order to survive 2 - listed 3 - 4 items that terrapins will need in order to survive 1 - listed 1 - 2 items that terrapins will need in order to survive 0 - all other answers |

Terrapins - Scoring Tool - Grade 3

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| | | | <p>Answer Example</p> <ul style="list-style-type: none"> • sand • some grass • food • salty water • room to lay eggs |
| Activity # 4B | Outcome | Indicator | Scoring Tool |
| Home, Sweet, Home | Interdependence of Organisms | Responses to this activity demonstrate the ability of students to explain that organisms can survive only in environments in which their needs can be met | This response |
| | | | 2 - included information about terrapin needs <u>and</u> included relevant information about the environment in the park. |
| | | | 1 - included information about the terrapin's needs <u>or</u> included relevant information about the environment in the park. |
| | | | 0 - all other answers. |
| | | | <p>Answer Example.</p> <p>Flag Ponds has the best habitat for the diamondback terrapins because terrapins need a beach for nesting. Flag Ponds has a large sandy beach in the park.</p> |
| Activity # 4C | Outcome | Indicator | Scoring Tool |
| Home, Sweet, Home | Interdependence of organisms | Responses to this activity demonstrate the ability of students to explain that organisms can survive only in environments in which their needs can be met | This Response |
| | | | 3 - identifies 5 environmental needs that are met at Flag Ponds and gives reasons why it does or doesn't meet that need |
| | | | 2 - identifies 3 - 4 environmental needs that are met at Flag Ponds and gives reasons why it does or doesn't meet that need |
| | | | 1 - identifies 1 - 2 environmental needs that are met at Flag Ponds and gives reasons why it does or doesn't meet that need |
| | | | 0 - all other answers |

Terrapins - Scoring Tool - Grade 3

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| | | | <p>Answer Example</p> <p>Terrapin Habitats yes/no</p> <p>Sandy beach yes</p> <p>Clean and salty water yes</p> <p>Food yes</p> <p>Few predators depends on data</p> <p>Few crab pots depends on the season</p> <p>Other</p> <p>*Reasons will vary based on the data from your trip.</p> |
| Activity # 5B | Outcome | Indicator | Scoring Tool |
| 5B | Writing to inform | Responses to this activity demonstrate the ability of students write to inform by developing and organizing facts to convey information | <p>This answer</p> <p>3 = includes all three criteria</p> <ul style="list-style-type: none"> • reasons why Flag Ponds is a good habitat • what will happen to terrapins if Flag Ponds is not protected • Things that people can do to help <p>2 = includes 2 of the three criteria listed above</p> <p>1 = includes 1 of the criteria listed above</p> <p>0 = all other answers</p> |

| | | | |
|--|--|--|------------------------------|
| | | | See answer example next page |
| Flag Ponds Terrapin Nesting Sanctuary | | | |
| Reasons why the Flag Ponds beach is a good Diamondback Terrapin Habitat | | | |
| There is a beach for nesting | | | |
| There is a lot of food for the turtles to eat | | | |
| There are no signs of predators | | | |
| What will most likely happen to the Diamondback Terrapins because the Flag Ponds Beach is protected | | | |
| Terrapins will have a place to nest | | | |
| Dogs will not be able to dig up the terrapin nests | | | |

Terrapins - Scoring Tool - Grade 3

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|--|
| Terrapins will have a place to find their food |
| |
| The kinds of things that people can do to help the Diamondback Terrapin |
| |
| Keep dogs on a leash when visiting the beach |
| Use a BRD on their crab pots |
| Don't leave trash on the beach or in the Bay |