

Earth Science

Quarter 1 Assignments –Please note these due dates are estimates only and subject to change based on your science class section and class connect progress. Please pay attention in class for specific due dates and refer to the team website.

| Suggested Due Date | Assignment | Description | Location | Point Value | Category/Weight | <input checked="" type="checkbox"/> |
|--------------------|----------------------------|--|--|-------------|-----------------|-------------------------------------|
| 10/04/13 | Vocabulary Quiz | Quiz on vocabulary in Unit 1, Lessons 1-9 | Google Ed | 10 pts. | 15%=TCA | |
| 10/11/13 | Unit 1 Test | Multiple Choice Test on topics from Unit 1 | OLS Lesson 12 | 100 pts. | 50%=UA | |
| 10/25/13 | Mapping Mystery Island | Mystery Island Activity in Student Guide | Student Pg. 49-50 | 18 pts. | 35% =LAB | |
| 10/25/13 | Mineral Identification Lab | Mineral Identification Lab- complete lab and chart | OLS Unit 2, Lesson 2 Student Pgs. 59-63 | 30 pts. | 35%=LAB | |
| 11/01/13 | Vocabulary Quiz | Quiz on Vocabulary in Unit 2 | Google Ed | 10 pts. | 15%=TCA | |

These assignments should be completed by their due date.

All Quarter 1 Assignments are due before November 6, 2013.

Grading Categories and Weights for Science:

| Weight | Category |
|--------|------------------------------|
| 50% | Tests |
| 35% | Projects/Labs |
| 15% | Quizzes, mini projects, etc. |

Lab Reports will be graded using the following rubric:

Lab Report Template available at:

<http://mskrelove.weebly.com/lab-report-formats.html>

Lab Report - Grading Rubric



| Component | Exceptional (5 - 4 Points) | Acceptable (3 - 2 Points) | Marginal (1 - 0 Point) | Point(s) |
|--------------------------------|--|--|--|-----------------|
| Title | Title of the lab is descriptive, and representative of the purpose; clearly incorporates the experiment's variables | Title of the lab is a general description of the purpose | Title is completely erroneous or irrelevant | |
| Purpose/Question | Purpose of the lab or the question to be answered during the lab is clearly identified and stated | Purpose of the lab or the question to be answered during the lab is partially identified - vague | Purpose of the lab or the question to be answered during the lab is erroneous or irrelevant | |
| Experimental Hypothesis | Hypothesized relationship between the variables and the predicted results is clear and reasonable based on what has been studied and the information collected | Hypothesized relationship between the variables and the predicted results is reasonable based on general knowledge and observations | Hypothesized relationship between the variables and the predicted results has been stated, but appears to be based on flawed logic | |
| Materials | All materials and the setup used in the experiment are clearly and accurately listed | Most of the materials and the setup used in the experiment are accurately listed | Many materials are listed inaccurately | |
| Procedures | Procedures are listed in clear steps; each step is numbered and in a complete sentence; the experiment could be easily replicated based on the procedures provided | Procedures are listed, but seem to be missing some information that would allow one to successfully replicate the experiment; some steps are not numbered and/or are in incomplete sentences | Procedures do not accurately list the steps of the experiment | |
| Mechanics | No errors in spelling, punctuation and/or grammar in the report | One or two errors in spelling, punctuation and/or grammar in the report | Three or more errors in spelling, punctuation and/or grammar in the report | |
| Format | Lab report is typed/written using the appropriate format specified by the <i>Lab Report Format sheet</i> | Lab report is mostly typed/written using the appropriate format, but revisions are necessary | Lab report is not typed/written using the appropriate format | |

| <i>Component</i> | Exceptional <i>(15 - 11 Points)</i> | Acceptable <i>(10 - 6 Points)</i> | Marginal <i>(5 - 0 Points)</i> | Point(s) |
|----------------------------|--|--|---|-----------------|
| Data/Observations | Professional looking and accurate representation of the data in tables, graphs, and written form; graphs and tables are appropriately labeled and titled | Accurate representation of the data in two of the three possible forms (written, graphs, tables); graphs or tables are not appropriately labeled and titled; " <u>something is missing</u> " | Data are inaccurate and/or represented in only one of the three possible forms (written, graph, tables); " <u>a lot is missing</u> " | |
| Conclusion | Conclusion includes a summary of the experiment, whether the findings supported the hypothesis, possible sources of error, and what was learned from the experiment | Conclusion includes a general overview of the experiment and what was learned from the experiment; " <u>something is missing</u> " | Conclusion shows little effort and reflection; " <u>a lot is missing</u> " | |
| Experimental Design | Experimental design shows a clear understanding of the scientific process and thoroughly addresses the factors necessary (variables, controls, repeated trials, etc.) to gather the most accurate data/results | Experimental design shows a basic understanding of the scientific process; does not address all factors necessary to gather the most accurate data/results | Experimental design shows a minimal understanding of the scientific process; fails to address many factors necessary to gather the most accurate data/results | |

Total = /50

Additional Comments: