

## Grade 1 Science Unit 3 Benchmark Scoring Guide

- This benchmark is designed as a performance task rather than a traditional assessment. Students should be graded on the appropriateness of their answers and the application of their knowledge to the challenge.

### Task #1 (Turtle shell)

Section	Points	Sample Answers
1a. I know...	3 points - full understanding 2 points - partial understanding 1 point - little to no understanding	A turtle shell looks round and covers the turtle.  A turtle shell feels hard.  A turtle shell helps a turtle protect its body.
1b. Student Sketch	3 points - students draw an appropriate design for humans and label it correctly.  2 points - students draw a somewhat appropriate design OR students draw an appropriate design without labels  1 - students draw a design that does not meet the task	Examples of what students could draw: <ul style="list-style-type: none"> <li>● Helmets</li> <li>● Body protector</li> <li>● Elbow pads</li> <li>● Knee pads</li> </ul>
1c. How did...	3 points - Students make connections between the animal body part and their design. They justify their design by referencing something about the animal body part.  2 points - Students complete only 1 of the 2 fill in the blanks OR students don't make a connection between the animal and the design.  1 point - Students demonstrate little understanding of how their design relates to the animal.	I saw that the turtle shell was hard and covered the soft parts of the turtle's body so I designed a vest to cover the chest and stomach of a human.

Task #2 (Octopus)

Section	Points	Sample Answers
2a. I know...	3 points - full understanding 2 points - partial understanding 1 point - little to no understanding	An octopus' skin looks like it is different colors based on where it is.
2b. Student Sketch	3 points - students draw an appropriate design for humans and label it correctly. 2 points - students draw a somewhat appropriate design OR students draw an appropriate design without labels 1 - students draw a design that does not meet the task	Examples of what a student could draw: <ul style="list-style-type: none"> <li>● A box that is camouflage to look like a desk.</li> <li>● Anything that could hide a pencil and employs camouflage.</li> </ul>
2c. How did...	3 points - Students make connections between the animal body part and their design. They justify their design by referencing something about the animal body part. 2 points - Students complete only 1 of the 2 fill in the blanks OR students don't make a connection between the animal and the design. 1 point - Students demonstrate little understanding of how their design relates to the animal.	I saw that the octopus blends in with its environment so I designed a pouch that is the same color as my desk.