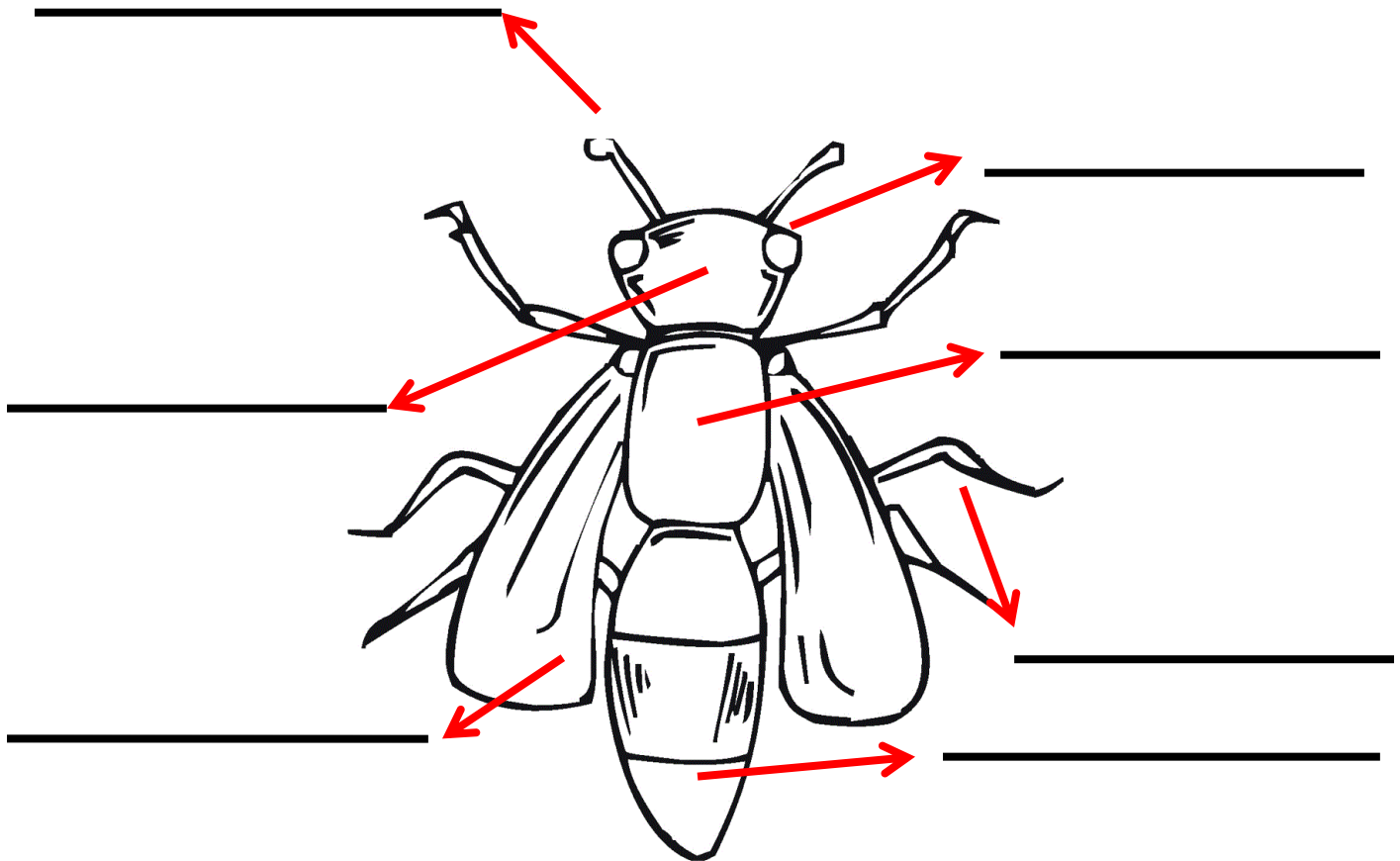


Bugs Abound: What is a Bug? Post Field Trip Assessment

DIRECTIONS: Use the words in the Word Bank to label the bug below. Use each word only once. Then answer the questions below.

<u>WORD BANK</u>			
Legs	Thorax	Abdomen	Antennae
Head	Wings	Compound Eyes	



DIRECTIONS: Answer the questions below.

Does every bug have 3 body segments? _____

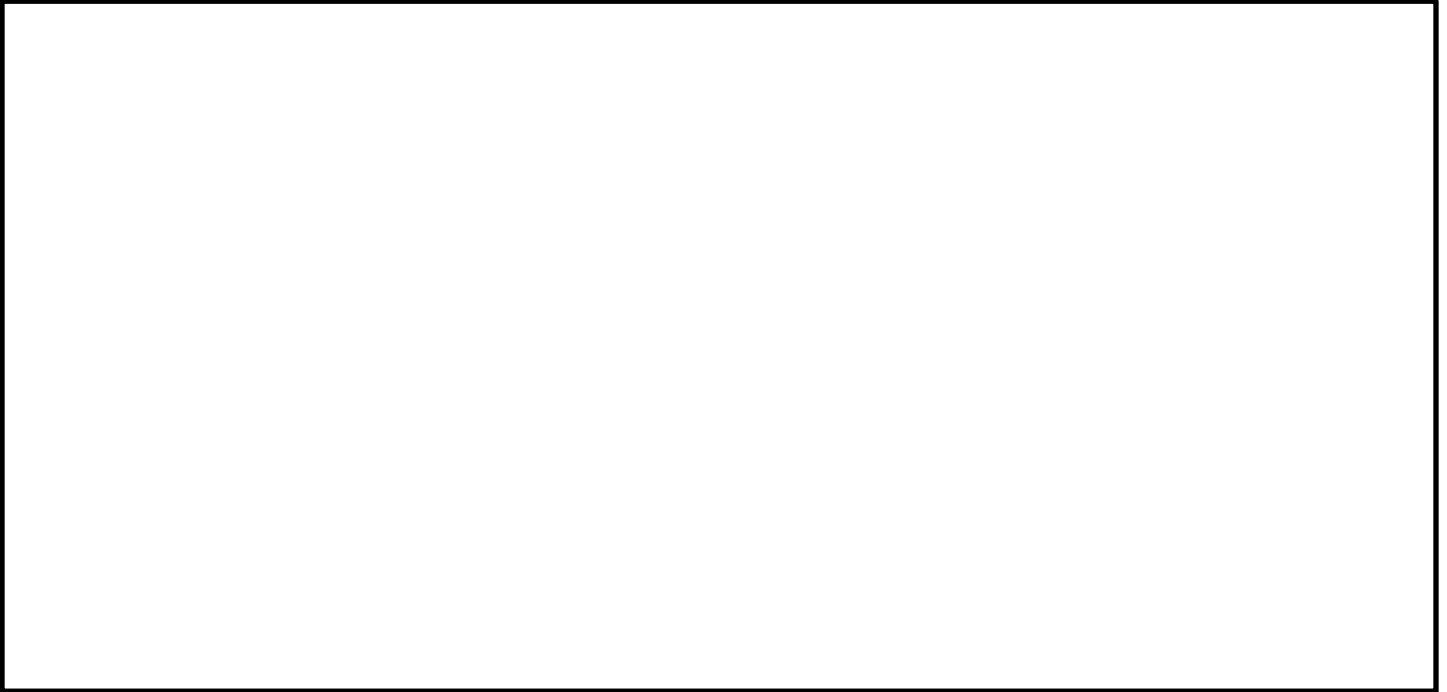
Does every bug have wings? _____

Does a bug have 3 legs, 6 legs, or 8 legs? _____ legs

Bugs Abound: What is a Bug? Post Field Trip Assessment

BUILD A BUG

DIRECTIONS: In the box below draw your own bug. Then write about your bug. What body parts does it have? How many legs does it have?



BUILD A BUG - Rubric

NAME:

Standard	10	8	7	6	SCORE
<p>CCSS.ELA W.1.3 Student writes an informative/ explanatory text in which they (1) name a topic, (2) supply some facts about the topic, and (3) provide some sense of closure.</p>	The topic of a bug is clear as the student informs or explains, using at least 3 facts and a closing.	The topic of a bug is somewhat clear and/or the student strays from informing or explaining. The student uses 2 or more facts about their bug. A closing is present but might be unclear or weak.	The student mostly informs or explains about the topic of their bug. The student uses 1 or more facts about their bug. A closing is very weak or missing.	The student struggles with informing or explaining the topic of their bug OR the topic is unclear. Facts about their bug are weak or missing. A closing is missing.	
<p>CCSS.ELA L.1.1 Student demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p>	Student prints all upper- and lowercase letters correctly and produces all complete sentences.	Student mostly prints all upper- and lower case letter correctly (1-2 errors). Sentences are mostly complete.	Student progresses in printing upper- and lower case letters with 3-5 errors, OR it was written in all upper- or all lowercase letters. Student is progressing in learning complete sentences.	The student struggles with writing their letters correctly. The student struggles with learning complete sentences.	
<p>CCSS.ELA L.1.2 Student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	Student uses correct capitalization and uses correct end punctuation in sentences. The vocabulary words reviewed in the lesson are spelled correctly.	The student mostly uses correct capitalization and end punctuation with only 1 error. The student uses only one vocabulary word and/or has 1 spelling error.	The student progresses in using correct capitalization and end punctuation with 3-5 errors. There are 2-4 spelling errors in the vocabulary words.	The student struggles using correct capitalization. There is a lack of [correct] end punctuation. They lack vocabulary words and/or have more than 5 spelling errors.	
<p>NGSS I-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>	Student identifies the following external parts of a bug in their drawing to help them survive and meet their needs: 6 legs, 3 body segments, 2 antennae, & compound eyes.	The student includes all the following external parts of a bug but with 1-2 errors such as an incorrect amount: 6 legs, 3 body segments, 2 antennae, & compound eyes.	The student includes 3 of the following external parts of a bug OR has 3 or more errors such as an incorrect amount: 6 legs, 3 body segments, 2 antennae, & compound eyes.	The student did not draw a bug OR had 4 or more errors on the following external parts of a bug such as an incorrect amount: 6 legs, 3 body segments, 2 antennae, & compound eyes.	

COMMENTS: