



LEARNING ASSESSMENT

THINKING ABOUT THE SAN FRANCISCO BAY

Overview: In this activity, students will evaluate their understanding about the San Francisco Bay study unit by completing preunit and postunit assessment tasks.

Content Standards Correlations: Language Arts, p. 311

Grades:

K-6: whole class, oral assessment

3-6: individual written and pictorial assessment

Key Concepts:

A preunit and postunit learning assessment can show what students have learned about: living things' needs and adaptations, the ways environments can change, and what people can do to protect and preserve habitats.

Objectives:

Students will be able to:

- identify things they do not know about San Francisco Bay habitats in the preunit assessment
- demonstrate their acquired knowledge and attitudes about San Francisco Bay habitats in the postunit assessment

Materials:

- copies of assessment for Grades 3-6 (one per student)

Time:

- two 15 - 30 minute sessions

Adapted from "Students' Assessment and Preparation", p.43, A Child's Place in the Environment, Grade 3, Preserving and Restoring Healthy Ecosystems, California Department of Education, 1994.

SUPPORTING INFORMATION FOR THIS ACTIVITY

The preunit assessment helps determine what students know about the San Francisco Bay and what people can do to protect and preserve habitats. An identical postunit assessment will help students determine what they learned after completing classroom activities and field trip activities at the Don Edwards San Francisco Bay National Wildlife Refuge.

There are two different assessments: an oral assessment for grades K-6 and a written assessment for grades 3-6. The oral assessment can be chosen as another option for grades 3-6. The oral assessment is conducted by the educator with the entire class. Answers to the questions are written down by the educator. The written assessment is copied and handed out to each student to complete individually,

TEACHING METHOD

Preunit Assessment

- Administer the preunit assessment to the students before beginning the unit of study.
- Remind the students that they may not know all the answers when they take the preunit assessment, but after studying about the Bay habitats and taking a field trip to the Don Edwards San Francisco Bay National Wildlife Refuge they will have another opportunity to answer the questions again by taking the postunit assessment.

Over a period of two to four weeks, using the *Salt Marsh Manual*, an Educator's Guide,

- conduct the preparation for field trip activities,
- complete the nature study field trip to the Refuge,
- conduct the post field trip activities.

Postunit Assessment

Administer the postunit assessment to the students at the conclusion of the unit.

Discuss postunit responses, for example:

- Help students compare their answers to the ones given in the preunit assessment.
- How have answers changed?

- Speculate as to why answers might have changed.
- Discuss ways their behavior may have changed concerning San Francisco Bay habitats and endangered species.
- Inspire students to discuss, write or draw what they believe about San Francisco Bay habitats, endangered species and migratory birds. The following prompts might be helpful:
Before I thought.....
Now I think.....
Before I believed that endangered species.....
Now I believe that endangered species.....

Assessment Information for future San Francisco Bay study units

With your students, review these questions to help with future study units you may conduct about San Francisco Bay habitats:

Read:

“You can pick activities from the classroom or the field trip to answer the following questions.”

Ask

- ? Which was your favorite activity and why?
- ? From what activity did you learn the most and why?
- ? What activity made you want to learn more about San Francisco Bay habitats, endangered species or migratory birds?
- ? What activity did you like the least and why?
- ? What activity changed the way you use resources at home?
- ? What activity changed the way you use resources at school?

Writing Topic for Language Art Content Standards, p. 311
Journal Writing

Another form of assessing knowledge and understanding, journals provide a means for students to record observations, thoughts, feelings, ideas, and information. They can be used as an instructional tool by providing students with a focal point to identify what

they know and to develop new understanding following an activity.

Journal Writing Assessment

Use these questions if students kept journals during this San Francisco Bay unit. Have them reflect on the changes they noticed in their writing.

Ask

- ? What did you think about San Francisco Bay habitats at the beginning of this unit as compared to how you think now?
- ? Which of your ideas have changed?
- ? Which of your ideas have not changed?
- ? What new thoughts about the San Francisco Bay habitats do you have now that you did not have then?
- ? What new thoughts about the San Francisco Bay endangered species do you have now that you did not have then?
- ? What new thoughts about the San Francisco Bay migratory birds do you have now that you did not have then?



ORAL LEARNING ASSESSMENT FOR GRADES K-6
THINKING ABOUT THE SAN FRANCISCO BAY

Student's San Francisco Bay Preunit & Postunit Assessment
(circle preunit or postunit before using)

Teacher _____

School _____

Grade _____

As a class, survey your students to find out what they know about the San Francisco Bay habitats. List correct and incorrect responses.

1. State what you know about San Francisco Bay habitats.

2. Why is it important to study about the plants and animals of San Francisco Bay.

3. Name migratory birds that use San Francisco Bay.

4. Name the endangered plants and animals that live in San Francisco Bay?

5. What does “endangered” plant or animal mean?

6. What can you do to help the plants and animals of San Francisco Bay have a clean and healthy place to live?

WRITTEN LEARNING ASSESSMENT FOR GRADES 3-6
THINKING ABOUT THE SAN FRANCISCO BAY

Student's San Francisco Bay Preunit & Postunit Assessment
(circle preunit or postunit before copying)

Name: _____

1. Describe the habitat in which the salt marsh harvest mouse lives by illustrating the habitat below.



List what the salt marsh harvest mouse depends on to survive

2. Illustrate and describe the endangered animals that live in a San Francisco Bay habitat.

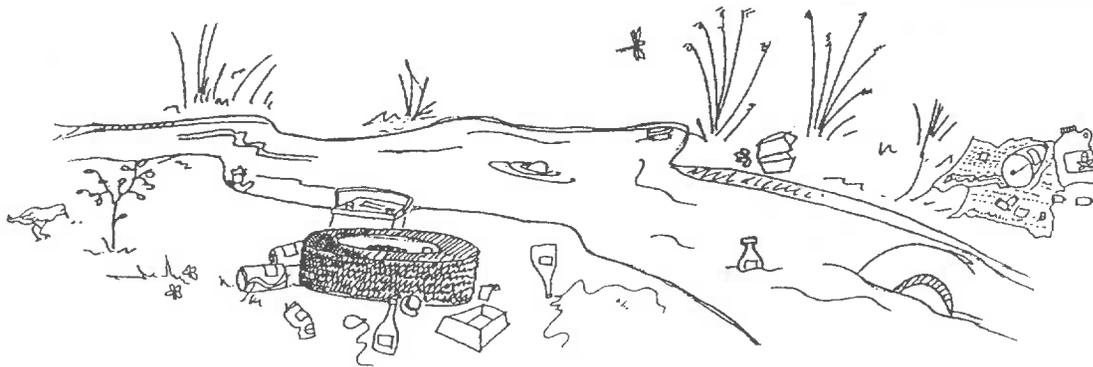
Why are these animals endangered?

3. Name the migratory birds that use the San Francisco Bay habitats.

What does migration mean?

Why do birds migrate to San Francisco Bay?

4. Creek water flows into San Francisco Bay. People sometimes dump trash and oil in creeks polluting the water. List ideas about what can be done to discourage polluting the plants and animals that live in creeks and Bay waters.



5. Why is it important to study about the plants and animals of San Francisco Bay?
