



## North Kingstown High School Anchor Assignment Assessment Plan

**Department**      **SCIENCE**

**Name of Course**    **AP Biology**

**“Title” of Anchor Assignment**      **Semester One: Approved Lecture and Oral Presentation**

### **What are students asked to do/create/write/present to complete this assignment?**

For your first semester extension experience, you will attend an **approved** lecture, exhibit, discussion group or interactive event on a biologically-related topic, such as those public lectures provided at local universities, hospitals, libraries, Audubon Society locations, zoos, or nature centers. The requirements for this project include:

- a) Event attendance, with **EVIDENCE** of your having participated. This can include a photograph, or materials obtained from the event.
- b) A one page summary of the topic discussed at your event, including the area of our curriculum addressed, due one week from the actual date of the event.
- c) A brief oral report to the class about what you learned during the experience.
- d) A visual (powerpoint or poster) to help illustrate the topic of your experience.

Your oral presentation will be scheduled as close to the one week due date as possible within the constraints of class activities. You may attend an event with one other class member and present as a pair if you wish. **Both need to complete all the above requirements individually, however.**

This project must be completed and presented by the end of second quarter, before exams begin. It will count for the quarter in which you present it.

### **GSE(s) Covered by this Assignment:**

The AP Curriculum is mandated by the College Board which supersedes all other mandates. The current curriculum has been approved through the College Board’s AP Course Audit process.

### **NKHS Expectation(s) for Student Learning Covered by this Assignment:**

3. Oral Communication

OC2 Oral Communication Strategies: Make Oral Presentations

**Problem Solving**

**Depth of Knowledge (Check one)**

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\_\_\_\_\_ **Level 1-** Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

\_\_\_\_\_ **Level 2-** Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

\_\_\_\_\_ **Level 3-** Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_\_\_ **Level 4-** Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio?** Yes \_\_\_\_\_ No X\_\_\_\_\_

**How will this anchor assignment be graded and weighed in the overall grading?**

One Test Grade in the quarter in which it is presented

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**Outline the opportunities for students to revise their work.**

None.

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