



North Kingstown High School Anchor Assignment Assessment Plan

Department: Science

Name of Course: Earth Science

“Title” of Anchor Assignment: Plate Boundaries: Interactions & Effects

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

For this anchor assignment project you will be creating a visual in an electronic format that conveys to the audience an understanding of the creation of a particular geologic feature created as a result of a convergent, divergent or transform plate boundary. Your teacher will help guide your research by providing you with suggestions of information to include in order to demonstrate full understanding of each subtopic.

Subtopic 1: Describe the feature and its location. Include a world map showing your location with respect to bordering countries.

Subtopic 2: Explain the type of plate boundary that resulted in the creation of your feature. Include a map of the interacting plates.

Subtopic 3: Clarify the results of plate interactions (ex. Earthquake, mtn, volcano, trench, etc.). Include a visual demonstrating this.

GSE(s) Covered by this Assignment:

ESS1 (9-11)– 1 Students demonstrate an understanding of processes and change over time within earth systems by ...

1a. plotting the location of mountain ranges and recent earthquakes and volcanic eruptions to identify any existing patterns.

ESS1 (9-11)–3 Students demonstrate an understanding of processes and change over time within earth systems by ...

3b explaining how convection circulations of the mantle initiate the movement of the crustal plates which then cause plate movement and seismic activity.

3d explaining how the physical and chemical processes of the Earth alter the crust (e.g. seafloor spreading, hydrologic cycle, weathering, element cycling).

NKHS Expectation(s) for Student Learning Covered by this Assignment: Visual Communication

Depth of Knowledge (Check one)

_____ **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.

 X **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 X No _____

How will this anchor assignment be graded and weighed in the overall grading: 10% of Quarter 3 grade

Criteria		4	3	2	1	Score
Content	Subtopic 1 20%	Student demonstrates full knowledge of subtopic 1 with explanations and elaboration.	Student seems at ease with content of subtopic 1 , but fails to elaborate on each idea presented.	Student presents a brief overview of information about subtopic 1 but does not go into depth. Some inaccuracies in content.	Student does not have grasp of information about subtopic 1 ; student cannot answer questions about subject.	
	Subtopic 2 20%	Student demonstrates full knowledge of subtopic 2 with explanations and elaboration.	Student seems at ease with content of subtopic 2 , but fails to elaborate on each idea presented.	Student presents a brief overview of information about subtopic 2 but does not go into depth. Some inaccuracies in content.	Student does not have grasp of information about subtopic 2 ; student cannot answer questions about subject.	
	Subtopic 3 20%	Student demonstrates full knowledge of subtopic 3 with explanations and elaboration.	Student seems at ease with content of subtopic 3 , but fails to elaborate on each idea presented.	Student presents a brief overview of information about subtopic 3 but does not go into depth. Some inaccuracies in content.	Student does not have grasp of information about subtopic 3 ; student cannot answer questions about subject.	
Organization 20%	Student presents information in logical, interesting sequence.	Student presents information in logical sequence.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.		
Mechanics & Usage 10%	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Student's presentation had four or more spelling errors and/or grammatical errors.		
MLA References 10%	Proper use of MLA citation style with no errors.	Proper use of MLA citation style with few errors.	Proper use of MLA citation style with many errors.	MLA citation not used. No citations provided.		
Total score						

Outline the opportunities for students to revise their work.

Students will have the opportunity to revise their work in accordance with the NKHS remediation plan.

_____ Date _____ Agree ____ Disagree ____
Department Chair

_____ Date _____ Agree ____ Disagree ____
Administrator