

Question: Progress reports came out, but Science is not on there! How am I supposed to know how my child is doing?

Answer: At the conclusion of each unit, I send a detailed report card like this one. **This** is your child's progress report or report card for science.

Question: Do I have to wait for Mr. Stith to email these reports each unit?

Answer: You need not wait for this email. I use Aspen to record scores, just as all the other teachers do. Having trouble finding the specific scores for science on Aspen? Step one, ask your child to show you--most know how. Step two, email me and I will find a student to help your child (I don't see parent view on my Aspen account.)

We have now completed both our introductory unit, ***Acting Like A Scientist***, and our first "regular" unit, ***Properties of Matter***. At this point, students should be feeling much more comfortable with the structure of our science class. The good news is as students grow more comfortable with the structure, the better they tend to do.

Here is information to help you better understand all assignments.

POP in Science:

P of M POP Week 1, 2, 3...: These weekly scores describe how well students did their jobs in class (followed directions, handled equipment properly, brought materials to class, remained on task) during our Properties of Matter unit. There will be such POP scores each week all year long.

CB: We needed cereal box cardboard for an in-class activity. A “3” means your child brought the front and back (only) in on time. A “2” or a “1” means they never brought in cardboard or did not do it completely and/or on time.

P of M Socratic Quiz on time: Each unit the Socratic Quiz serves as one summative assessment for the unit. Quizzes are activated near the end of the unit, and students are expected to complete the 10-question quiz within a two-week period. This POP score indicates whether or not your child completed it on time. From now on, students will be assessed not only for completing the quiz on time, but also on signing in properly in Socratic. **[I want the following format:** Period Last Name First Name/Initial. Mrs. McKeen would sign in as “H McKeen, D”].

In addition to the POP items, there are scores in two academic standards--**Science Process Skills (SPS)**, and **Properties of Matter**. The Science Process Skills category reflects students' abilities to **do** science. There is just one **SPS** task this unit.

Cardboard Ski Jumpers: Students had to measure and cut out a piece of cereal box cardboard that fit into grooves on the “ski jump”. In order to succeed on this activity students needed to measure accurately, cut carefully, and analyze how their piece behaved. These are all **process skills**. As I explained in class, I realize students will not be performing this exact task at work. They will, however, be asked to look at problems, think up and test solutions, and think for themselves.

There were four **Properties of Matter** tasks:

P of M #7--Ice in Bottle: On this assessment activity, students had to explain what should happen to the mass of a sealed bottle when ice inside it melts. If they internalized the Law of Conservation of Matter, they should have explained that mass would **not change** when the ice changed forms.

Properties of Matter Socratic Quiz: [See Socratic Quiz info above under POP.] As students answer each question they get immediate feedback about **why** the answer is the answer.

Scoring: 9-10 = 3; 6-8 = 2; 0-5 = 1. Students may wait 24 hours and retake the quiz if not satisfied at first.

Properties of Matter Product and Product Interview:

Students had to create a product that addresses the following:

Provide evidence that matter is made of tiny pieces (atoms and molecules) that, by themselves, are too small to be seen with the unaided eye.

Most students either made a Google Slides project, or completed a handwritten piece. A few made videos, but these tended to be more challenging to do properly. Students were expected to use activities from the unit as evidence.

The product was evaluated independently from the interview. **Most students were more proficient with the interview than the product.** This is not unusual. It is one thing to get all the ideas in your head; it is another to put these together in a clear and logical manner. We will keep working on this important skill. Students receive **specific feedback** for how to improve all products.

All four Properties of Matter tasks can be redone if students are not satisfied with their current scores. I provide at least two days of Storm Time per week to allow students to make up such tasks. **[Note:** Students had time **in class** to redo these tasks, as well. Once we move on to a new unit, however, students must make use of Storm Time for this.]

Question: How is my child doing in science overall?

Answer: At this time I need to give you **three** separate answers to that question. (How they are doing with POP, with Science Process Skills, and with Properties of Matter.) These are very different standards, and should not, I believe, be lumped together.

We are now on to **Cells & Genetics**. Here are the four product goals for this unit:

1. Name a **single-celled** organism and describe how they make more of themselves.
2. Name a **multi-celled** organism and describe how they make more of themselves.
3. Draw or make a model of a cell. (Include the following parts: **nucleus, genes, chromosomes**.)
4. Explain the following:
 - a. which part of your cell is basically your traits
 - b. where **your** traits come from

Two quick reminders:

- **Hot Wheels** evening is Thursday, November 1 at 6:30 in my classroom.
- **Family Science:** Groovy Raceway Due Thursday, November 15. Only two students have borrowed wheels and axles so far. Are you planning to participate? See more information on the Family Science page of my website.