

Where We Are:

This is the final science **report card** of the year. Last summer two parents emailed me asking why science was not on the final report card. Apparently they didn't see these report cards all year, and hadn't noticed science was standards-based!

Question: So how did my child do in science **overall**?

Answer: One premise I've shared with you this year is that there is little point in trying to average so many different types of knowledge and skills from science class and give **one** final score. In other words, **it's a flawed question**. Students may understand some ideas **thoroughly**, others **not at all**, and still others **partially**. What sense is there in assigning a **C** for the year? We want to know what students know and what they do not know. So, here is the question we **should** be asking.

Revised Question: What level of understanding did my child demonstrate for each standard in science?

Answer: Go to Aspen. Look at standards **separately**. (Matter, Energy, Forces, Cells & Inheritance, Science Process Skills, and Self Direction) Check "all" for trimester. You will see a running list of scores on the summatives for each standard (other than Self Direction). The most recent ones may give you the best indication of where your child is on that standard. **1s** (shows little or no understanding) are areas of big concern. These should have been reassessed. **2s** show some understanding, but not consistently or without my guidance. **3s** show understanding consistently and independently. It is unrealistic to expect all students to be 3s on all tasks, but it is not unrealistic to avoid 1s.

How They Did in Forces & Motion:

I stand by what I said in the first COVID science update. Remote learning was not 100% as good as "live". But nor was it 0% as good. In many cases, students showed excellent understanding of Forces & Motion during interviews. Kudos to them! There were classroom activities we could not complete that would have helped them understand big ideas. In addition to better allowing me to assess student understanding, interviews allowed me to have a brief conversation with nearly every Monsoon.

Scores on Aspen:

Here are the tasks you will see in Aspen for **Forces & Motion**.

Self Direction (SD):

Forces & Motion SD Week 1, 2, 3...: These weekly scores describe how well students did their jobs in class (followed directions, completed work on time) during our unit.

Socratic Forces & Motion Assessment on time and directions followed:

This assessment is due Wednesday, May 27. So scores will be added to Aspen after.

Forces & Motion Standards: (All under **Forces** standard.)

Goal 1: Force diagram for object at rest.

Goal 2: Force diagram for object that is changing speed.

Goal 3: Similarity between gravitational fields and magnetic or electric fields.

Goal 4: Difference between gravitational fields and magnetic or electric fields.

Forces & Motion Socratic Assessment. (Due 5/27)

Sound & Light:

We will begin Sound & Light next week. As I wrote in last week's update, solar cookers were to be the culminating activity for Sound & Light. I've told Monsoons where information about cookers is on my website, but imagine few will take me up on building them. Still there are some good learning opportunities there for interested students!

Saying Goodbye:

33 years of teaching and I took for granted how fortunate I was to be **in the classroom** with students--wow! I enjoyed working with you and your students this year, and sure wish the year had ended differently. I will probably offer Summer Science Puzzlers for students. Once a week I post a Puzzler and students can work together to answer them. These will be on my website: www.stithsonianscience.com

Stay healthy and enjoy your summer!