Performance Assessment

# Title: Astronomy Vocabulary Journal Entries

## Subject: Science

## Teacher: Ms. Clark

## Grade Level: 5th

## Time Duration: 30 minutes/day, 5 days

# Overview: Students will enter Astronomy Unit vocabulary into journals. One entries per page will include 1) the vocabulary word, 2) the definition, 3) the word used in a sentence, and 4) an illustration depicting the word.

# Focus: Students will master the Unit vocabulary by using a variety of ways to gain familiarity.

# Materials: Journals, dictionary or text book with glossary, pencils, crayons or colored pencils – NO MARKERS!

# Activities and Procedures: As we read sections of Unit 3, Chapter 2, Astronomy, students will record daily vocabulary words in their journal. After the daily reading selection, students will complete their journal entries with the definition, a sentence demonstrating correct usage of the word, and an illustration of the word. At the end of the Unit, I will collect journals for grading with my self-created rubric.

# Grading Rubric:

*Science Journal Rubric*

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 | 2 | 1 |
| Vocabulary | Has all vocabulary words from the unit and their definitions | Has most vocabulary words from the unit and their definitions. | Missing many vocabulary words from the unit and their definitions. |
| Sentences | Uses complete sentences with correct use of language. No spelling, punctuation, or grammar errors. | Uses complete sentences and correct use of language. There are noticeable errors in spelling, punctuation, or grammar. | Incomplete sentences used, along with incorrect/no punctuation and incorrect use of language. |
| Context | Exhibits skillful use of vocabulary that is precise and purposeful. | Exhibits reasonable use of vocabulary that is precise and purposeful. | Exhibits minimal use of vocabulary that is precise and purposeful. |
| Illustration | Clear diagram or sketch with some detail. | Clear diagram or sketch. | Inappropriate, unclear, or no diagram. |
| Illustration Context | Maintains focus on topic/subject throughout illustration. | May exhibit minor lapses in focus on topic/subject. | May fail to establish focus on topic/subject. |
| Quality | Work is presented in a neat, clear, organized fashion that any student could follow. | Work is presented in a neat and organized fashion that the teacher could follow- due to spelling, grammar, punctuation, or incorrect use of language. | Work appears sloppy and unorganized and cannot be understood. |