

Terrific Trees: All About Seeds Post Field Trip Assessment

DIRECTIONS: Use the words in the Word Bank to label the seed below. Use each word only once. Then answer the questions below.

NGSS 2-LS2-1&2

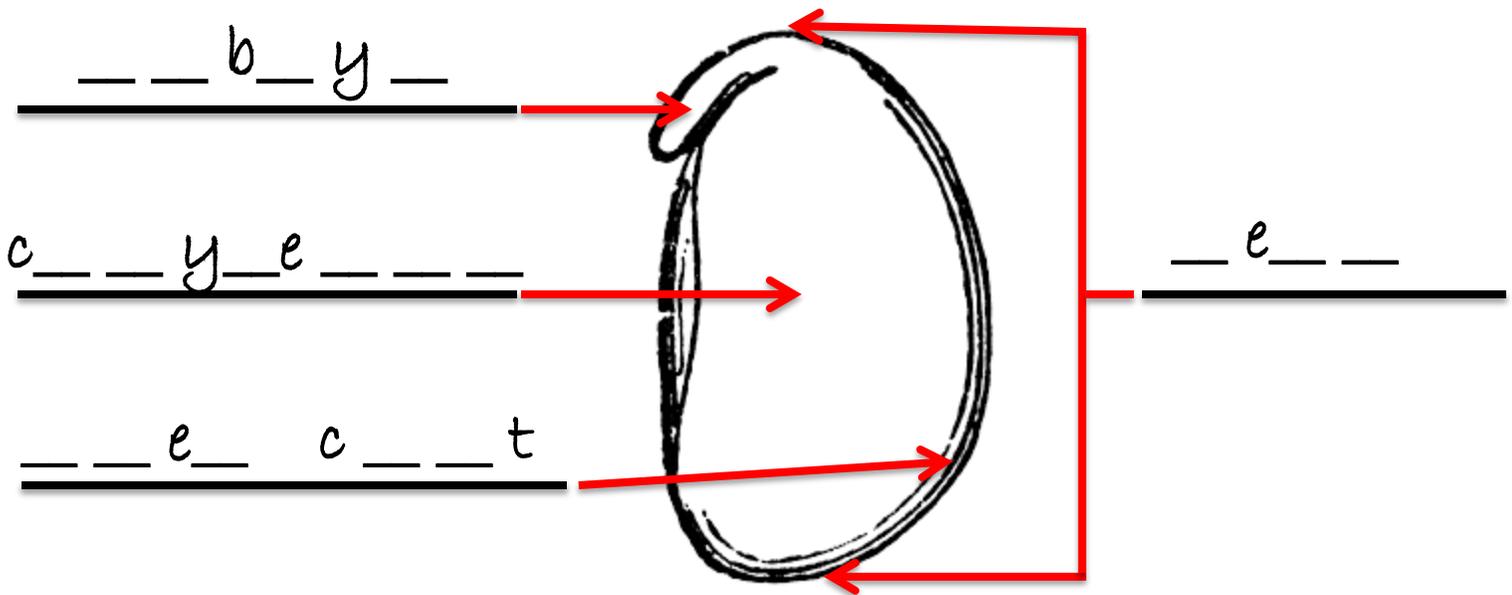
WORD BANK

seed coat

seed

cotyledon

embryo



What does a seed need in order to grow? Circle all that apply.

NGSS 2-LS2-1

- cars
- candy
- soil
- birds
- sunlight

- breezes
- school
- space
- sunlight
- Gatorade

- water
- nutrients
- bed
- books
- good grades

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How do seeds from your yard end up miles away? Circle all that apply. *NGSS 2-LS2-2*

- A. A dump truck picks them up and drops them off.
- B. Animals take them and bury them but forget where they buried them.
- C. The wind carries them.
- D. They get stuck on animals and humans.

How do trees help animals? Circle all that apply.

NGSS 2-LS2-2

- A. Their seeds can be food for the animals.
- B. They are often best friends.
- C. Trees make good homes for animals.
- D. Trees provide oxygen to animals to breathe.

How do animals help trees? Circle all that apply.

NGSS 2-LS2-2

- A. They protect them from the weather.
- B. Decomposers break them down.
- C. Bees pollinate flowers.
- D. Animals spread seeds for the trees.
- E. Animals provide oxygen for the trees to breathe.

All About Seeds - Rubric

NAME:

Standard	10	8	6	SCORE
<p>CCSS. ELA W.2.3 Student writes an informative/ explanatory text in which they (1) name a topic, (2) supply some facts about the topic, and (3) provide some sense of closure.</p>	The topic is clear and concise as the student informs or explains, using relevant and correct supporting facts.	The topic is clear but the student might stray from informing or explaining. The student uses relevant supporting facts.	The student struggles with informing or explaining the topic OR the topic is unclear. Supporting facts are weak or missing.	
<p>CCSS.ELA L.2.1 Student demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p>	Student produces all complete sentences, mixing simple and compound. There are 0 grammar mistakes in verb tense or noun/pronoun choice.	Student produces mostly complete sentences and mixes simple and compound. There are 1-3 grammar mistakes in verb tense and/or noun/pronoun choice.	The student struggles with writing complete sentences and/or using a variety of simple and compound sentences. There are more than 3 grammar errors in verb tense and/or noun/pronoun choice.	
<p>CCSS.ELA L.2.2 Student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	Student uses correct capitalization and uses correct end punctuation in sentences. The vocabulary words reviewed in the lesson are spelled correctly.	The student mostly uses correct capitalization and end punctuation with only 1-3 errors. The student uses only one vocabulary word and/or has 1 spelling error.	The student struggles using correct capitalization. There is a lack of [correct] end punctuation. They lack vocabulary words and/or have more than 3 spelling errors.	
<p>NGSS 2-LS2-1 Plan & conduct an investigation to determine if plants need sunlight and water to grow.</p>	The student correctly labels the parts of a seed. The student clearly identifies that a seed needs (1) sunlight, (2) water, (3) soil, and (4) space to grow.	The student labels the parts of the seed with only 1 mistake. The student identified that a seed needs at least sunlight and water to grow.	The student struggles identifying the parts of the seed with more than 1 mistake. The student is unable to identify that a seed needs at least sunlight and water to grow.	
<p>NGSS 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>	The student is able to correctly identify more than 2 ways in which seeds are dispersed, more than 2 ways in which trees help animals and more than 2 ways in which animals help trees.	The student is able to correctly identify 2 ways in which seeds are dispersed, 2 ways in which trees help animals, and 2 ways in which animals help trees though these ways might be unclear or vague at times.	The student struggles to correctly identify ways in which seeds are dispersed, how trees help animals, and how animals help trees. Their answers may be incomplete, incorrect, or irrelevant.	

COMMENTS: