

Animal Homes: Habitat Hunt Post Field Trip Assessment

DIRECTIONS: Visit a habitat (it can be the one outside school or in your backyard!). Find as many things in the categories below as you can. Write in the box what you found.

A source of water	Shelter for a large animal	Food for an animal	Something a decomposer could eat
Something out of place in this habitat	A decomposer	Shelter for an insect	Something harmful to the habitat
A sign that something was eaten	An animal	Something that eats plants	Something that gets its energy from the sun
Something that eats animals	Something an animal could use for shelter	A plant	A sign that an animal was here

TYPE OF HABITAT:



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DIRECTIONS: Choose one animal that you saw today in your habitat. How does that animal get food, water, and shelter in this habitat? What role does this animal play in a cycle? Would they be able to survive in that habitat if they cannot find adequate space, food, water, and shelter? Answer these questions in an informative paragraph below.

HABITAT HUNT - Rubric

NAME:

Standard	10	8	6	Score
<p>NGSS LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p>	The student exceeds in making several clear and relevant observations of plants and animals in the habitat.	The student progressing in making observation of plants and animals in a habitat that at times are unclear or irrelevant.	The student struggles in making observations of plants and animals in a habitat and/or make zero clear or relevant observations.	
<p>CCSS-ELA W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement of section.</p>	The student exceeds in writing an informative or explanatory text that introduces a clear and relevant topic, discusses how the animals gets food, water, and shelter, by referring to their observations, develops relevant and clear points as to how this animal plays into a life or carbon cycle, and provides a clear and satisfying concluding statement.	The student progressing in writing an informative or explanatory text that introduces a topic relevant to the writing prompt. The student may not discuss all the following in their writing: (1) how the animal gets food (2) water, (3) shelter, or (4) how the animal plays into a cycle. Their points are present but weak or unclear. A concluding statement is unclear or weak.	The student struggles in writing an informative or explanatory text that introduces a topic relevant to the writing prompt OR provides a text irrelevant to the prompt. The student is missing several key points such as: (1) how the animal gets food (2) water, (3) shelter, or (4) how the animal plays into a cycle. A concluding statement is missing.	
<p>CCSS-ELA L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	The student exceeds in conventions with no errors in capitalization, punctuation, or spelling.	The student is progressing in conventions with 1-5 errors in capitalization, punctuation, or spelling.	The student is struggling in conventions with more than 5 errors in capitalization, punctuation, or spelling.	

COMMENTS: