

Prairie Ecosystems: Newspaper Article Post Field Trip Assessment

Directions: Choose at least 3 biotic factors and one abiotic factor from the list below and circle them. In the space provided, explain how one of your biotic factors affects or is affected by the other biotic and abiotic factors you circled.

Biotic Factors	Abiotic Factors
Big Blue Stem Grass	Sun
White Prairie Clover	Rain
Common Milkweed	Soil
Showy Goldenrod	Wind
Bur Oak Tree	
Honey Bee	
Monarch Butterfly	
Mouse	
Deer	
Owl	
Coyote	

Prairie Ecosystems: Newspaper Article Post Field Trip Assessment

DIRECTIONS: Imagine a scenario about how your prairie (that you described on the previous page) has been affected by human action. For example, hunters shooting the coyotes, or prairie plants being cleared for houses or farming. Write a newspaper article describing how your biotic and biotic factors might be affected by this particular type of human impact.

NEWSPAPER ARTICLE - Rubric

NAME:

Standard	10	8	6	Score
<p>NGSS MS.LS2.4 Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations..</p>	<p>The student exceeds in describing how their prairie ecosystem's physical and biological components can be disrupted over time, using specific, relevant, and logical examples. The student successfully describes the cause and effect.</p>	<p>The student progresses in understanding and describing how their prairie ecosystem's physical and biological components can be disrupted over time. Their examples were logical but vague or irrelevant. The student is just beginning to understand the cause and effect.</p>	<p>The student struggles with understanding how their ecosystem's physical and biological components are connected and/or how they can be disrupted over time. The student struggles with understanding the cause and effect</p>	
<p>CCSS-ELA RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context..</p>	<p>The student effectively and correctly uses the terms "abiotic," and "biotic," and exceeds in describing the relationships in their prairie.</p>	<p>The student uses the terms "abiotic," and "biotic," but the meanings are vague or incorrect. The student is progressing when describing the relationships in the prairie.</p>	<p>The terms "biotic," and "abiotic," are missing and/or the student struggles understanding and describing the relationships between the terms in the prairie.</p>	
<p>CCSS-ELA W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>The student exceeds in writing an informative or explanatory text that introduces a clear and relevant topic, discusses how the biotic and abiotic relationships affect each other, and provides a clear and satisfying concluding statement.</p>	<p>The student progressing in writing an informative or explanatory text that introduces a topic relevant to the writing prompt. Their points are present in discussing how the abiotic and biotic relationships affect each other, but it may be weak or unclear. A concluding statement is unclear or weak.</p>	<p>The student struggles in writing an informative or explanatory text that introduces a topic relevant to the writing prompt AND/OR provides a text irrelevant to the prompt. The student is missing several key points when describing the relationships between abiotics and biotics AND/OR a concluding statement is missing.</p>	
<p>CCSS-ELA L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>The student exceeds in conventions with no errors in capitalization, punctuation, or spelling.</p>	<p>The student is progressing in conventions with 1-5 errors in capitalization, punctuation, or spelling.</p>	<p>The student is struggling in conventions with more than 5 errors in capitalization, punctuation, or spelling.</p>	
<p>COMMENTS:</p>				