Learning Assessment Record Chart for Teachers

Use this chart to record student levels of achievement for each of the student products you assign.
The chart uses a scale of 5-1. Your check in the 5 column represents the highest level of achievement,
and your check in the 1 column represents the lowest level.

Student Product	Indicator of Achievement	5	4	3	2	1
I. Map of land cover from the GLOBE activity, "Getting to Know Your Satellite Imagery"	IA. The map is complete. It shows all four layers of geographic information: water bodies, transportation features, buildings and developed areas, and vegetated areas.					
	IB. The map is clearly drawn and labeled. It is easy to understand and interpret					
II. Class decisions about land cover types (Step 2)	IIA. Student participates in brainstorming discussions					
	IIB. Student shows curiosity and asks questions.					
	IIC. Student indicates openness to new ideas.					
	IID. Student reaches conclusions only when all available facts are in hand					
	IIE. Students uses logical arguments					
III. Visual comparison of 1991 and 2000 Landsat images (Step3)	IIIA. Student response uses complete sentences.					
	IIIB. Student response describes specific changes in land cover for specific geographic locations identified by grid square letter and number.					
IV. Land cover change map (1990-2000) (Step 5)	IVA. The map is complete					
	IVB. The map is clearly drawn and labeled. It is easy to understand and interpret.					
	IVC. The map features the same land cover types as established by the class.					
V. Calculating percent, land cover changes (Step 6)	VA. All calculations have been done.					
	VB. Calculations are free of errors.					
VI. Comparing different teams results for the	VIA. Differences in the two (or more) teams' results are described specifically.					

same areas of change (Step 7)						
	VIB. Possible reasons for differences are thoughtfully addressed.					
	VIC. Extra credit – Student response refers to the requirement of science methodology that most work must be done with the same results, in order to be acceptable for publication.					
VII. Students responses to guiding questions (Step 8)	VIIA. Student uses complete sentences.					
	VIIB. Student provides specific and detailed explanations.					
	VIIC. The response to Question 3 requires knowledge of ecology, which is not taught through this activity. However, the student should demonstrate at least some level of thoughtful speculation about the consequences of land cover change.					
VIII. **EXTENSION:** Predictive land cover map for 2025 and description of map (Step 9)	VIIIA. The map is complete. It shows all land cover types used by the class for this activity.					
	VIIIB. The map is clearly drawn and labeled. It is easy to understand and interpret.					
	VIIIC. The student explanations of land cover changes depicted on the map take into account any geographic or political features that might not be suitable for the land cover changes indicated, such as rivers, rocky areas, mountainsides, or political boundaries.					
Student total scores for each column						

To calculate a student's grade on this activity:

Total the number of checks in each of the five columns, then multiply the number of checks in each column times the achievement level it represents.

Example: If student X scored —
4 in the Level 5 column
9 in the Level 4 column
8 in the Level 3 column
2 in the Level 2 column
0 in the Level 1 column —

Then –
4 x Level 5 = 20 points
9 x Level 4 = 36 points
8 x Level 3 = 24 points
2 x Level 2 = 4 points

Total Score = 84 points

Use this approach only if student work on all products should be equally weighted.

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