

# 1.10 Who Eats What Exhibition— Performance Assessment







## Action Synopsis

*Students plan, prepare, and present an exhibition of their work to an audience.*


### Session 1

**40 minutes**

- |  |   |
|--|---|
| 1. Discuss what the person or group who requested the food web study wanted to know. |  linking to real world |
| 2. Talk in groups about ways to present findings.                                    |  planning              |
| 3. Discuss criteria for excellence in exhibitions.                                   |  setting standards     |
| 4. Begin preparations for the exhibition.  |  applying knowledge    |



### Session 2

**1½ hours**

- |   |  |
|---|--|
| Complete preparations for the exhibition. |  applying knowledge |
|---|--|

### Session 3

**40 minutes**

- |   |   |
|---|---|
| 1. Present the exhibition to an invited audience. |  communicating |
| 2. Evaluate the presentations.                    |  assessing     |

## Desired Outcomes

By the end of this assessment activity, students should:

- ✓ Have a sense of how much they've accomplished and the significance of their work.
- ✓ Know how to target a presentation to the needs of a specific audience.
- ✓ Be familiar with the organization of scientific reports.
- ✓ Have experience with a variety of ways to communicate information.
- ✓ Have stronger project organization skills.
- ✓ Be more poised as public speakers.

### What You'll Need



#### Sessions 1, 2, & 3

For each group of 3–4 students:

- copy of "Scoring Sheet" (page 168)
- materials for making visual aids (see "Getting Ready")

For each student:

- copy of "Group Work Evaluation" (page 42)

## Getting Ready

- ◆ Set a date for the exhibition. Invite the project sponsor (see Lesson 1.1) and other guests, such as parents, environmental specialists, scientists, and school administrators, to attend.
- ◆ Gather materials for groups to use to make visual aids, such as mural paper, oak tag, construction paper, blank overhead transparencies, markers, yarn, and tape.

## Action Narrative

### Session 1

We'll use the next few days for you to prepare an exhibition of your work. First, let's think about why we did our studies, and what people will want to find out from our presentation.

Engage students in a discussion about the original purpose of their studies. Talk about why they made a food web of a local outdoor site, and ask why knowing who eats what in nature could be important. This discussion will raise issues about organisms' life support systems, and people's positive and negative impacts on the environment.

Discuss what the person or group who requested the study hoped to find out, and how they'll use the information. Emphasize that a very important part of science is communicating results so that they can be used by other people. You might want to make a list of the things students think are important to include in their final presentation.

### **If we work in groups, how can we present our findings?**

Have students run this discussion by soliciting ideas from their peers, discussing each option, then deciding who would like to do what. Their choices range from presenting pieces of work they've already done (e.g., lists, maps, food chains, food webs) to preparing new products, such as one giant food web, a mural of the study site, or displays of animal signs. Options they might suggest include:

- Traditional scientific meeting format, with different groups presenting their own work, or a piece of a whole class report (e.g., introduction, methods, findings, conclusions, ideas for future research).
- Creative presentations, such as a play about themselves as scientists or the food interactions on the study site.
- Visual displays, such as an enhanced map or a mural, an illustrated food web of the whole study site, technical drawings of organisms, or samples of animal food clues.
- Interactive stations where visitors are invited to make observations or do activities.

Students might also want to create a written summary of their work to give to their guest. A copy could be placed in the school "archives" for future classes' use. Make sure that the work the groups agree to produce requires equivalent effort. For instance, a task such as presenting ideas for future research can be made more challenging by having the group responsible interview all the students in the class for ideas, then refine, organize, and elaborate on them.

### **Before you get started, let's think about what makes a presentation excellent.**

Have students generate their own criteria for high quality work. Suggest categories for them to discuss if necessary, such as oral delivery, visual aids, and content.

You might want to formalize the students' suggestions into an assessment checklist, or show them the "Scoring Sheet" and explain how you will use it. Talk over if and how they will receive a grade for their exhibition, or for any additional written products you request (see page 167).

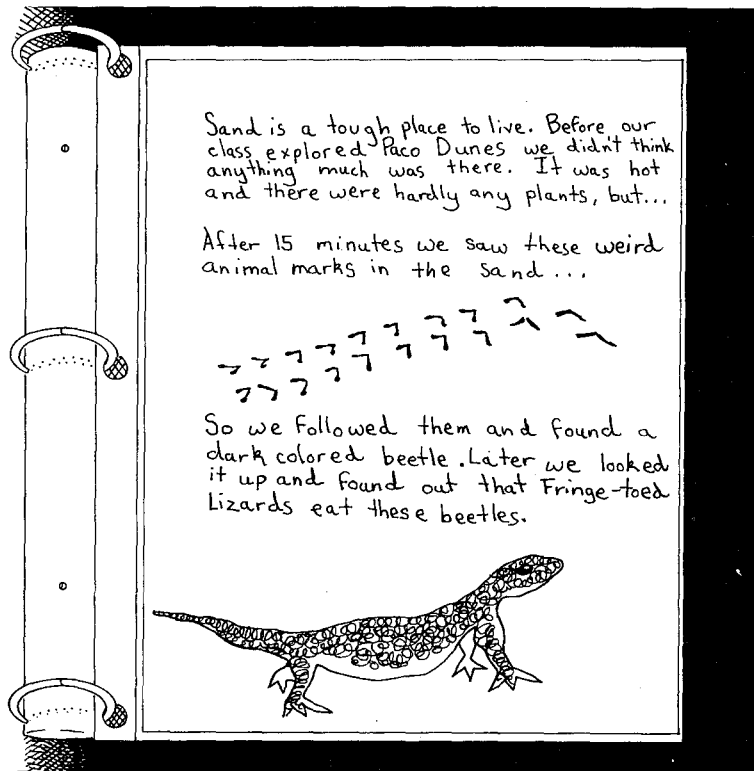
Tell students the date you've arranged for the exhibition, so that they know how much time they have to make preparations. Then let them get started.

## Session 2

**Spend this period working within your groups to prepare your part of our final presentation.**

While groups are making preparations, it might be helpful to have a committee of students organize the overall presentation, deciding who should do what when.

Encourage students to rehearse their oral presentations, using you or their friends as an audience.



## Session 3

**I am pleased to introduce our guests who are here for the exhibition of your work.**

Once you've made introductions, let students run their presentation while you fill out a "Scoring Sheet" for each group, or for the class as a whole (see "Teacher Reflections").

After the exhibition is over and guests have left, discuss with students how things went and what they'd do differently next time.

# Ongoing Assessment

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## **Student Reflections**

Have students complete a "Scoring Sheet" for their work, and a "Group Work Evaluation" (page 42).

## **Teacher Reflections**

How you use the "Scoring Sheet" will depend on how students organized their exhibition. If each group makes its own presentation, then it makes sense to fill out a separate sheet for each group. If the whole class worked cooperatively and each group had a different responsibility, then you might want to complete one assessment sheet for the entire class. In this case, you could ask each student to submit a piece of work that s/he worked on, so that you can give them an individual grade as well.

NAME(S) \_\_\_\_\_ DATE \_\_\_\_\_

# WHO EATS WHAT EXHIBITION

OBJECTIVES	POINTS				SCORE
	3 High Quality	2 Meets Objectives	1 Falls Short	0 Not Done	
<b>COMMUNICATION</b>					
<b>Organization:</b> logical order of ideas—easy to follow, smooth transitions	_____	_____	_____	_____	= _____
<b>Delivery:</b> speaks clearly, loudly, and at a good pace; good eye contact; stands tall—doesn't fidget; confident, direct, serious (no giggling!), and friendly	_____	_____	_____	_____	= _____
<b>CONTENT</b>					
<b>Scope:</b> covers all important aspects of work thoroughly	_____	_____	_____	_____	= _____
<b>Thinking:</b> accurate and broad thinking; good insights about findings; thoughtful responses to questions	_____	_____	_____	_____	= _____
<b>Creativity:</b> shows originality, clever ideas, and inventive approaches	_____	_____	_____	_____	= _____
<b>Visuals:</b> products made with care and attention to detail	_____	_____	_____	_____	= _____
<b>Group Process:</b> used work time effectively; everyone had a role; respect and attention shown to others	_____	_____	_____	_____	= _____
<b>COMMENTS:</b>					<b>FINAL SCORE:</b> _____
					Total Possible Score: 21 Overall Achievement: 18-21 High 14-17 Sound 8-13 Limited 0-7 Inadequate