Blackline Master

Name: _____

Land and Water
Student Self-Assessment B

Date: _____

1. Write down two or three things you have learned in doing the *Land and Water* unit.

   _____

   _____

   _____

2. How well do you think you and your partners worked together? Give some examples.

   _____

   _____

   _____

3. How did you feel about working with the materials in the unit? Did your feelings change as you worked through the unit? Give examples.

   _____

   _____

   _____

4. Write down some activities in the unit you enjoyed. Explain why you liked them.

   _____

   _____

   _____

5. Were there any activities in the unit that you did not understand or that confused you? Explain your answer.

   _____

   _____

   _____

Land and Water
Student Self-Assessment B, *continued*

Name: _____

6. Look at your record sheets, aerial drawings, and science notebook. How well do you think you recorded your observations and conclusions?

_____

_____

_____

7. Think about the work you did in this unit. What do you think you did very well?

_____

_____

_____

What area of your work do you think you can improve on?

_____

_____

_____

8. How do you feel about science now? Circle the words that apply to you.

a. Interested b. Relaxed c. Nervous d. Excited

e. Bored f. Confused g. Successful h. Happy

i. Add one word of your own: _____

Name: _____

Land and Water Observation Checklist (Part A)

Directions

Look for places outside school where you find land and water together. Record the date and place you observe the land and water. Then record your observations. You can observe more than one place in one day. If you need another checklist for further observations, create your own checklist in your science notebook.

		Describe the Land						Describe the Water						How Are the Land and Water Affecting Each Other?						Other Observations			
Date	**Place**	Sloped	Rocky	All clay				Fast moving	Clear	Winding (meandering)				Water eroding land	Water depositing soil and building up land	Hills blocking path of water							

Name: _____

Land and Water Observation Checklist (Part B)

Directions

Now choose one of the places you listed in part A. What question do you have about the land and water in that place? Write the question down. Then observe the place for another week as often as you can. Can you answer the question using your observations? Challenge your group to test the question by using its stream table.

Place: _____

Question I want to ask about the land and water in this place:

_____

_____

_____

Date	What I Observed	How My Observation Helped Me Answer My Question

Land and Water: Observations of Student Performance

STUDENT'S NAME:

Concepts	Observations
• Water has an important role in shaping the land on earth. • Soil is a composite of weathered materials and organic matter at the earth's surface. Soil components include sand, silt, clay, gravel, and humus. Each soil component has unique properties. • The wearing away and moving of soil and rock is erosion; the settling of eroded materials is deposition. • The water cycle includes the processes of evaporation, condensation, and precipitation and the passage of water over and through land. These processes affect the shape of the land. • Both the flow of water and the slope of the land affect erosion and deposition. • Tributaries are branches of streams that converge to form the trunk of a larger stream, or river. Together they act as a system that drains the land. • Landforms, such as canyons and deltas, result from the action of flowing water. • Humans can affect erosion and deposition in various ways, including clearing the land, planting vegetation, and building dams. • Hills, rocks, plants, and dams may change the direction and flow of water. • Aerial photographs are views of land or other surfaces as seen from above.	

Skills
• Using stream table materials to investigate the interactions between water and land. • Analyzing the materials that make up land and describing these materials on the basis of their properties. • Testing the porous and adhesive qualities of earth materials. • Comparing the changes in land created by water flowing over and through soil in a stream table. • Relating stream table results to natural processes. • Communicating the results of an investigation through record sheets, oral and written observations, and drawings. • Investigating the effects of slope, flow, and natural land formations on erosion and deposition. • Creating and labeling aerial drawings. • Designing and building models of dams to test the effects of dams on land and water interactions. • Designing and building models of landscapes, predicting how a landscape will affect the flow of water, and relating these modeled effects to land and water interactions on earth. • Implementing a planned investigation and making and validating predictions. • Identifying evidence within a model to support observations and conclusions.