

Assessment evidence

Education



Assessment Evidences: A) Pre- assessment: Before beginning the unit, the teacher will have an open discussion with the The teacher will ask the student simple question about a well-known element of weather like rain. He/ she will ask the question like:

- 1) What is rain?
- 2) What is your feeling when it rain?
- 3) Do you fear storm? If si why do they frighten you?
- 4) which activity do you prefer doing when it rain?
- 5) Where does the rain come from?

This question will help the teacher to find out what the student already know about the weather. Their views and altitudes toward weather and season will come out. The teacher will also know whether the student understand how the weather can affect our daily activity.

Summative assessment:

After discussing and defining the following types of weather elements: wind, rain, sunshine, snow, fog,, tornado, hurricane, and flood. And the various seasons: summer, fall, winter, spring. Students will have an oral test at the end of this unit to test their understanding. The purpose of the test will be to test whether they can differentiate and describe various element of weather and seasons. Some of the issue that the student will be asked to describe are: what is whether and why do we care? Describe the various elements of weather and seasons? How do season and whether affect our environment? How do seasons and weather affect the way we live?

Formative assessment:

Student will be given an opportunity to ask questions to clarify anything.

After every lesson student will be asked to do home work about a part

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discussed in class in class. The homework will be an activity question; the student will be allowed to engage their brothers, sister, and parents. The aim of the homework will be to ensure the student develop interest in with the environment. And ensure they discuss it even out of class. Example of such assessment is:

- 1) Student will be asked to observe and record the temperature of the days and nights. Student will be required to classify the cold and hot days. After two days, their result will be compared.
- 2) 15 Give students newspapers and have them cut out weather words and pictures Have them make a collage on construction paper
- 3) The teacher will describe the various season and weather experienced in the different place, and the activities carried out there, then give advantages and disadvantages of living in such places, Ask students if they would enjoy living in a place like that. Let the student explain their choices.

Self -Assessment:

Students will be given the next questions in a small piece of paper to answer them honestly and keep that piece of paper for themselves:

- 1) How well did I understand the unit?
- 2) does the weather affect the we live?
- 3) What is the weather now?
- 4) What is the different between rains and fog; wind and tornado?
- 5) How many seasons do I know?
- 6) which is the best season?
- 7) which is the worst season?