

## ELO Presentation of Learning Worksheet

Use this worksheet to ensure you are ready for your presentation of learning. Each section will list the ELO competency and/or content competency and indicators. There will be a space for you to list your evidence, identify connections to the competency, and reflect upon your work.

Competencies
ELO Competencies
<p><b>1. Interprets Nonfiction:</b> Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.</p> <p><b><i>I can, based on a variety of informational texts,:</i></b></p> <ul style="list-style-type: none"><li>• Draw inferences from what the text says as well as from where it leaves matters uncertain.</li><li>• Recognize two or more ideas in the text.</li><li>• Analyze the development of the themes/ideas and how they build on one another.</li><li>• Cite 3 strong sources of evidence to support analysis.</li><li>• Objectively summarize the text.</li><li>• Recognizes figurative, connotative, and technical meanings.</li></ul>
<p><b>Competency 1 Artifacts/Evidence</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>
<p><b>How Artifact/Evidence Connects to Competency</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>
<p><b>Reflection Notes for Competency 1</b></p>

**2. Effective Writing:** Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

**I can:**

- *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
- *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
- *Use precise vocabulary, figurative language, sensory language, specific details and phrases to convey a vivid picture of the experiences, events, setting and/or characters.*
- *Write reflectively about one's writing and learning process*

**Competency 2 Artifacts/Evidence**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Reflection Notes for Competency 2**

**3. Grammar & Mechanics:** Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.

***I can:***

- *Demonstrate command of the conventions of standard English when writing and speaking.*
- *Use grade-level vocabulary*

**Competency 3 Artifacts/Evidence**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Reflection Notes for Competency 3**

**4. Participation & Presentation:** Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

***I can:***

- *Initiate and participate collaborative discussions*
- *Synthesize comments/claims/evidence to resolve contradictions and determine what additional information or research is required*
- *Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.*
- *Make strategic use of digital media (textual, graphical, audio, visual, interactive) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*

**Competency 4 Artifacts/Evidence**

1. 2. 3. 4. 5. 6.
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<b>How Artifact/Evidence Connects to Competency</b> 1. 2. 3. 4. 5. 6.
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<b>Reflection Notes for Competency 4</b>
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**5. Research:** Student will engage in research / inquiry to investigate topics and to analyze, integrate, and present information.

***I can, based on a variety of research,:***

- *Generate and answer questions independently*
- *Correctly quote from sources*
- *Utilize a works cited/bibliography*
- *Correctly cite all information (MLA or APA)*
- *Have sufficient data, evidence, facts, examples, details, quotes to support ideas*
- *Identify and addresses discrepancies of information*
- *Draw conclusions based on information, forms new understandings/questions*
- *Paraphrase and summarize sources, avoiding plagiarism*
- *Correctly cite evidence from text.*

<b>Competency 5 Artifacts/Evidence</b> 1. 2. 3.
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- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Reflection Notes for Competency 5**

**Biology Competencies**

**Competency 1:** Students will understand the scientific method and demonstrate the ability to think like and apply the techniques of a scientist.

***I can:***

- *Identify and communicate the lifecycle of a bee Can this go under biology Competency 2 instead?*
- *Identify and communicate how bees use their senses to choose plants biology Competency 2?*
- *Identify and explain the top environmental threats to the body systems of bees' biology Competency 2?*
- *Identify and explain the top human threats to the body systems of bee's biology Competency 2?*
- *Explain the process necessary for the creation of a "super bee" that is impervious to colony collapse disorder and other environmental and human factors. Biology Competency 3?*
- *Understand and explain human body systems Is this indicator needed?*

- *Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees. Competency 3?*
- *Explain the process necessary for the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors.*
- *Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees.*
- *Explain the process necessary for the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors.*
- *Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees and the impact it will have on ecosystems.*
- *Explain the positive and negative impact the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors would have on various ecosystems.*
- *Identify and explain the role bees play in an ecosystem*
- *Explain what aspects of plants bees are attracted to most and how plants have co-evolved with bees and other pollinators.*
- *Identify and explain how gardens can be developed for the specific purpose of attracting bees and other pollinators.*
- *Identify and explain symbiotic relationships of honey bees as well as inter-species competition and how they are being affected by Colony Collapse Disorder, climate change, and other environmental factors.*
- *Communicate my learning using appropriate, content specific language using a variety of formats*

**Competency 1 Artifacts/Evidence**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

- 1.
- 2.
- 3.
- 4.
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- 6.

**Reflection Notes for Competency 1**

**Competency 2:** Students will be able to apply concepts about the structures and processes of life from molecule to organism.

***I can:***

- *Identify and communicate the lifecycle of a bee*
- *Identify and communicate how bees use their senses to choose plants*
- *Identify and explain the top environmental threats to the body systems of bees*
- *Identify and explain the top human threats to the body systems of bees*
- *Explain the process necessary for the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors.*
- *Understand and explain human body systems*

**Competency 2 Artifacts/Evidence**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Reflection Notes for Competency 2**

**Competency 3:** Students will be able to investigate the passing on of traits, and the ethical implications of scientific research.

**I can:**

- *Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees.*
- *Explain the process necessary for the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors.*

**Competency 3 Artifacts/Evidence**

- 1.
- 2.
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- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

- 1.
- 2.
- 3.
- 4.
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**Reflection Notes for Competency 3**

**Competency 4:** Students will be able to investigate the interactions, energy and changes of an ecosystem over time.

**I can:**

- *Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees and the impact it will have on ecosystems.*
- *Explain the positive and negative impact the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors would have on various ecosystems.*
- *Identify and explain the role bees play in an ecosystem*
- *Explain what aspects of plants bees are attracted to most and how plants have co-evolved with bees and other pollinators.*
- *Identify and explain how gardens can be developed for the specific purpose of attracting bees and other pollinators.*



- *Identify and explain symbiotic relationships of honey bees as well as inter-species competition and how they are being affected by Colony Collapse Disorder, climate change, and other environmental factors.*

**Competency 4 Artifacts/Evidence**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

- 1.
- 2.
- 3.
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- 6.

**Reflection Notes for Competency 4**

**Competency 5:** Students will demonstrate the ability to synthesize their learning of Biology and effectively communicate their learning to others.

***I can:***

- *Communicate my learning using appropriate, content specific language using a variety of formats*

**Competency 5 Artifacts/Evidence**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**How Artifact/Evidence Connects to Competency**

1.

2.

3.

4.

5.

6.

**Reflection Notes for Competency 5**