Grade: 10

Content Area: Science and Technology/Engineering

Strand: Biology 3

Learning Standard: 4.5
2014 MCAS-Alt

STRAND COVER SHEET

(A completed Strand Cover Sheet must be included with evidence in the strand being assessed.)

(1) Student's Name:

(2) Student's grade as reported in the Student Information Management System (SIMS): 10

(3) a. Content Area (Subject): Science and Technology/Engineering
   b. Strand: Science and Technology/Engineering - Biology 3 (High School)
   c. Learning Standard(s): 4.3 Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, alveoli) provides exchange of oxygen and carbon dioxide.
      (List standards for the grade in which the student was reported in SIMS.)

(4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)
   □ at "grade-level" expectations (use Work Descriptions for "grade-level" or "competency" portfolio)
   □ through "entry points" (list page on which entry point is found in the Resource Guide):
      Page: 276
   □ through "access skills" (practiced during academic instruction based on the grade-level standard listed above.)

(5) Measurable outcome: Indicate in measurable, observable terms the one targeted skill the student is expected to learn as a result of instruction in the learning standard at the level of complexity listed above (for example, "student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence").

      will be able to identify the organs of the respiratory system with 80% accuracy and 80% independence.

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill. List any augmentative and/or alternative communication (AAC) system, if used:

        small group or 1:1 setting, staff support, visual prompts, choices to choose from (field of 2), teacher scribed responses

Primary evidence checklist (optional):

Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

<table>
<thead>
<tr>
<th>Evidence Page Type</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Graph</td>
<td>Respiratory System</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Respiratory System matching</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Respiratory System gluing activity</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Respiratory System labeling</td>
</tr>
</tbody>
</table>
4.3 Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, alveoli) provides exchange of oxygen and carbon dioxide.

Measurable Outcome: will be able to identify the organs of the respiratory system with 80% accuracy and 80% independence.

---|---|---|---|---|---|---|---|---|---|---|---|---
Brief Description | - During science class in a small group setting, was read a small overview about body organs related to the respiratory system and then asked to verbally identify them. | | | | | | | | | | | |
Name: 
Date (m/d/y): 2/26/2014 
ACCURACY: 80% 
INDEPENDENCE: 80% 

Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

I liked labeling the parts. ☺️
I found this hard to do.

Subject: Science and Technology/Engineering 
Strand: Biology 3 (High School) 
Learning Standard:
4.3 Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, alveoli) provides exchange of oxygen and carbon dioxide.

Measurable Outcome:
will be able to identify the organs of the respiratory system with 80% accuracy and 80% independence.

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):

During science class in a 1:1 setting, was asked to verbally identify the parts of the respiratory system by gluing the right name on the right part. She was given a field of 2 choices to pick from that were read to her by the teacher. Teacher assisted with gluing the two pieces together.
Identify the picture that matches the word.

AIR SACs  BRONCHI

X

NOSE

LUNGS

DIAPHRAGM
Name:
Date (m/d/y): 2/27/2014
ACCURACY: 100%
INDEPENDENCE: 80%

Subject: Science and Technology/Engineering
Strand: Biology 3 (High School)
Learning Standard:
4.3 Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, alveoli) provides exchange of oxygen and carbon dioxide.

Measurable Outcome:
I will be able to identify the organs of the respiratory system with 80% accuracy and 80% independence.

Briefly describe how the measurable outcome was addressed.
(What was student asked to do, and how did he/she do it?):

During science class in a 1:1 setting, was asked to verbally identify the organs of the respiratory system on a worksheet. Teacher scribed her responses. She was given a field of 2 choices to pick from.

I am proud of myself for getting them all right.
I didn't like this at all.
The Respiratory System

Instructions:
Label the respiratory system using these words: Nose, Mouth, Trachea, Left lung, Right lung.