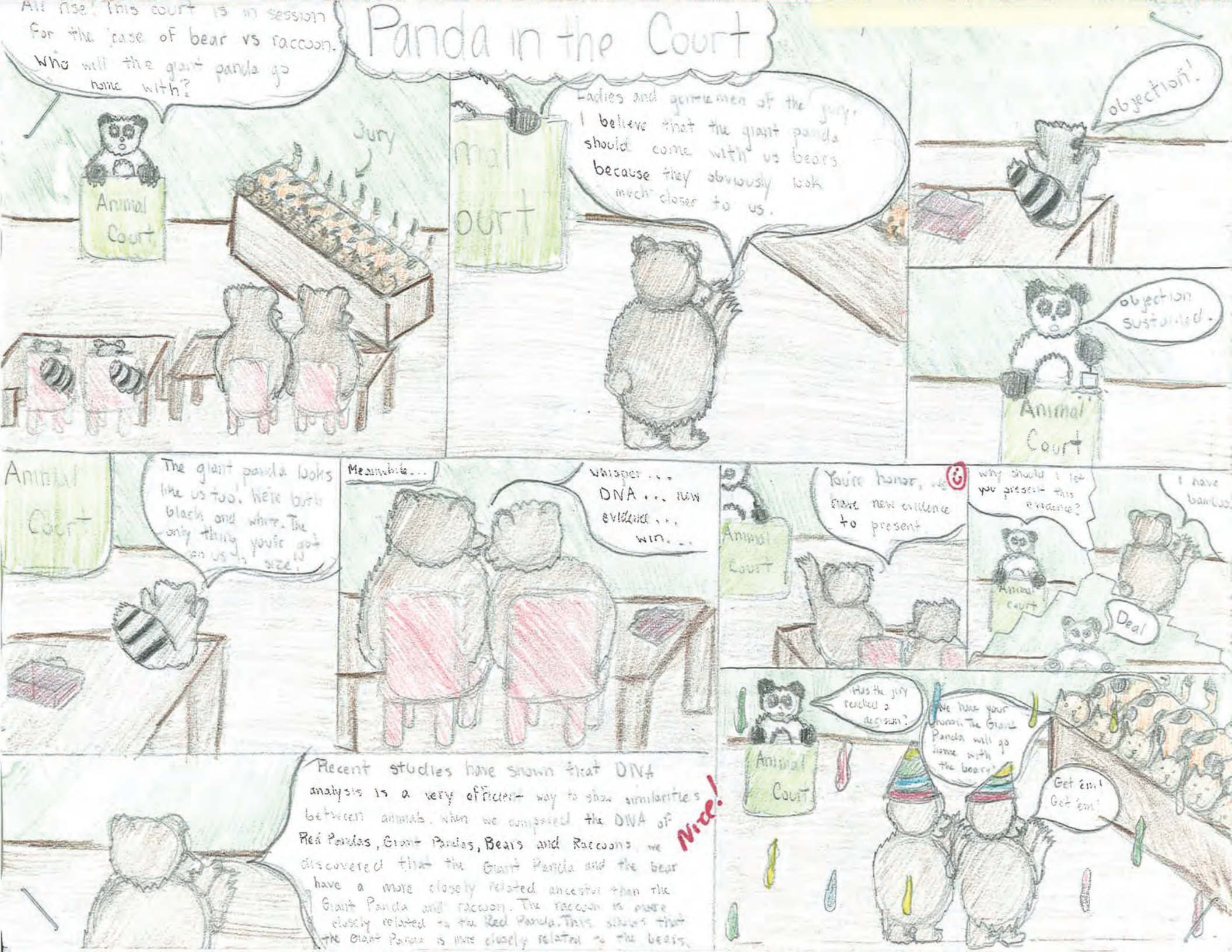
Panda in the Court



Mia

Learning Target: I can describe how similarities among organisms are found in external and internal features, including specific characteristics at the cellular level determine the classification of an organism.

4

Explanation of the Learning Target (5+ Sentences): *How is this "PANDA problem" a good way to explain how scientists use internal and external as well as DNA evidence to classify organisms?*

Well, at first the scientists put the Giant Panda with the bears based on it's external features. They were probably looking at the size comparison and the fact that the Giant Panda looks more like a bear than a raccoon. Then they put the poor panda with the raccoons, because the panda and raccoon had little things common. Finally they put our Giant Panda with the bears again, looking at it's internal features and DNA. The DNA showed that the Giant Panda had a closer relation with the bears than the raccoons. The bears and Giant Panda had a closer and more recent common ancestor, while the raccoons and Red Panda had a closer and more recent common ancestor. This shows that the Giant Panda is more closely related to the bears. I think that it's important for scientists to use DNA evidence because you only narrow it down when looking at external features. Using DNA will get you a final answer.

Nice work Mia!

"We are Far

	Non-picture you have provided good and correct data to support your choice	Picture your info is correct and specific and I love your drawings	Picture Maybe you could mat another animal the court leader and the panda the/ one of the defender	4 Exceeds the Standard
Content LT				Design/slogan and explanation present a detailed, accurate account of how scientists use internal and external evidence to classify organisms.
Completeness				Same as 3 but very thorough explanation and very well colored pictures
Effort/Design	Design is carelessly drawn with little or no detail. It needs major revision.	Design includes a few details, but could be more carefully and neatly drawn. It needs a little revision.	Non-Picture Maybe you could include a little bit more of why they thought of a raccoon	Design is creative and contains lots of details and "extra touches." Clearly a lot of time and care went into it.

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Nice work Mia.

"We are Family" Rubric

	1 Below the Standard	2 Approaching the Standard	3 Meets the Standard	4 Exceeds the Standard
Content LT	Design/slogan and explanation do not display understanding of how scientists use internal and external evidence to classify organisms.	Design/slogan and explanation show developing understanding of how scientists use internal and external evidence to classify organisms.	Design/slogan and explanation present a clear understanding of how scientists use internal and external evidence to classify organisms.	Design/slogan and explanation present a detailed, accurate account of how scientists use internal and external evidence to classify organisms.
Completeness	Incomplete picture/very short explanation	Design appears rushed. Short explanation	Complete design and slogan. Color included. Explanation is 5- sentences	Same as 3 but very thorough explanation and very well colored pictures
Effort/Design	Design is carelessly drawn with little or no detail. It needs major revision.	Design includes a few details, but could be more carefully and neatly drawn. It needs a little revision.	Design includes many details and took some time to create. It is carefully and neatly drawn.	Design is creative and contains lots of details and "extra touches." Clearly a lot of time and care went into it.

Name:

Reflection: Portfolio Piece

Assignment Title: We are Family : Classification Systems

Long Term Learning Targets this piece showcases:

◎ I can give evidence of internal, external structures and DNA to determine the classification of an organism.

Short-term targets that we studied to build towards long-term learning

◎ I can recall the 7 levels of classification and explain why the system is necessary.
◎ I can determine relationships between organisms by analyzing a branching tree
◎ I can compare characteristics of different organisms to determine where they should be classified ◎ I can recognize and describe that biological classifications are based on how organisms are related.

Skills: To complete this piece, I had to be able to ...
(i.e. apply reading strategies, develop a hook, compose sensory details, measure, research, apply, use technology, analyze primary sources, use the order of operations . . . perhaps this is a place to put a word bank for students who need accommodations)

The skills it took for me to complete this was being able to understand the question, use specific vocabulary in my answer, and then illustrate my answer in a way that explains it, and is funny at the same time.

Growth: This assignment helped me grow as a learner by....
(I was challenged by...)

This assignment helped me grow as a learner by pushing not only my drawing abilities, but also my ability to really think about the question, and answer it in my own way.

Perseverance: I worked to overcome any challenges by... (and were you successful?)

I worked to overcome my challenges by looking at my notes when I didn't have a question, asking Mrs. Vereen for clarification on things I didn't understand. I was also very creative.

Quality: This piece represents my best work in this unit because...

This piece represents my best work because I stayed on task the whole time I was doing this. I used a lot of evidence to explain my point, and my drawing was neat and creative.

Revision: If I could do this piece over again, I would... (changes/improvement)

If I could do this piece over again, I would change some things in the drawing like making someone other than the panda the judge in the court.