

# Education standards

Alignment with Oregon's education standards

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*"You cannot teach a man anything;  
you can only help him find it within himself."*

—Galileo

## Standards-based education

Standards-based education has been under development in Oregon since 1991, when the state legislature passed Oregon's Educational Act for the 21st Century. The Act recognizes that tomorrow's students will need higher skills to compete in college and employment and to function successfully in a more complex society. It requires public schools to establish higher standards and be even more accountable for helping students reach those standards in reading, writing, math, science, and other basic subjects.

Oregon educators are working together to closely link curriculum, instruction, and assessment—what and how teachers teach and evaluate students—based on statewide academic standards. These content standards define what students should know and do to be considered proficient in specific academic areas. Currently, at the benchmark years of grades 3, 5, 8, and 10, students are assessed to measure achievement of the content standards. Assessment tools for grade 12 are under development. Student mastery of the content standards are also assessed through regular classroom assignments scored with state scoring guides. Performance standards define what students are expected to achieve on the state tests and the classroom work samples.

Students who meet or exceed the grade 10 performance standards receive a Certificate of Initial Mastery (CIM). Students then select a broad career area of interest, called an endorsement area, to focus their studies in their junior and senior years of high school. The six endorsement areas are arts and communications, business and management, health services, human resources, industrial and engineering systems, and natural resource systems. Students participate in a blend of school-, work-, and community-based learning experiences within their chosen endorsement area. As they participate and learn in that endorsement area, students achieve grade 12 academic standards, career related learning standards, participate in a career-related learning experience, and are awarded a Certificate of Advanced Mastery (CAM).

Standards-based education provides consistency

for teaching and learning in Oregon, but local school districts are free to develop curriculum appropriate to the needs of their students within that framework. Teachers are more focused on what they require of students and how their classroom curriculum, instruction and assessment work together to help students achieve the necessary results. Expectations are higher for everyone. Using *The Stream Scene: Watersheds*,

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*"The expectations are higher  
with the new school reforms.*

*Now you have to meet a benchmark before you can go on to the next step. You won't be able to just slide through anymore."*

— La Grande High School student

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*Wildlife and People* to study watersheds can help students and educators meet those expectations.

### **Stream Scene and Oregon’s education standards**

*Stream Scene* can contribute significantly to achievement of academic content area standards at all grade level benchmarks.

The subject of watersheds extends across several disciplines and throughout most grade levels. Students study their own watershed and become personally involved in what is happening in their own back yard. Through a number of activities students evaluate how their watershed fits into the larger perspective of the state and the Northwest.

Each *Stream Scene* activity is evaluated for its contribution to successful attainment of state standards in English, mathematics, science, social sciences, and career-related learning. Only those standards to which *Stream Scene* could substantially contribute to student success were included for each academic content area. Many of the activities actually apply to more standards than the codes indicate, but if scoring did not directly apply to the standard, it was not included. Educators must make a number of personal decisions about how the standards apply to specific activities. Those decisions may provide more opportunities for alignment. Add or delete codes from the matrices as you develop familiarity with the process and the activities.

Contact the Oregon Department of Education for the most current examples of benchmarks for each content area standard.

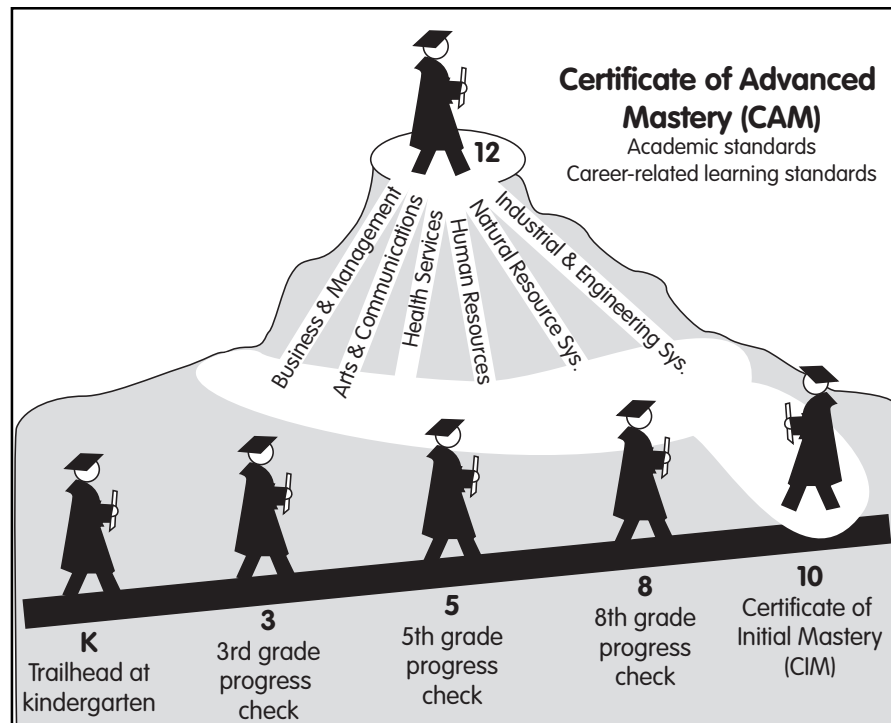
Use the matrices as a guide to identify activities

that align with the specific academic content area standard you want students to achieve. The alignments may not apply to all age groups or grade levels. Assess each activity individually to see if it is appropriate for your students, what benchmarks it may address, what modifications are needed, and how you will assess student work. See the “For Younger Students” and “Going Further” sections in each activity for modification ideas.

The standards are numbered from one to five near the top of each column, based on the number of standards included for that subject area. Watch for a special code “\*” that indicates additional ways to align with the standards for that activity or subject area. The standards are cross-referenced by number and explained on the facing page as are the appropriate “\*” codes. The following letter codes indicate how the activity aligns with the standard.

**S** Activity directly aligns with the content area **standard** as it is written and if assessed

### **A Road Map: Higher Standards for Oregon Students**



Oregon Department of Education, Office of Professional Technical Education

specifically for that standard. The activity may not be appropriate for all grade levels.

- E** Use one or more activities from the chapter **extension** lists (derived from a number of other related curriculum materials) with a *Stream Scene* activity to align with the subject area standard. *Do not* assume that all extension activities on the list will align with the standard under discussion. Grade level is usually noted on each of the extensions. To get copies of curriculum materials from which the extensions were referenced, see the list in the “Resources” section starting on page 519.
- A** Alignment with the standard can occur with **additional** information from the chapter content, other activities, “Going Further” additions to the activity, modifications, or supplementary input from the teacher.
- W** This activity would work well as a **student work sample** for state assessment procedures in this academic content area. If the majority of the standards within any one strand are addressed, and if the general constraints of the appropriate scoring guide are met, the activity and its associated extensions would work well as a student work sample. For example, if all four stan-

This alignment and the following scoring guide examples were prepared by educators from the Harney County Watershed Education Project Committee. Tori Anderson (Grade 5), Dave Courtney (Grades 9-12), Judy Miller (Grades 9-12), and Linda Pelroy (Grades 2-3), with oversight provided by Lydia Hayes (Burns-Hines School District Curriculum Director), participated in the project as part of a staff development grant from the Science-Math Consortium for Northwest Schools (SMCNWS). Sallie Peila, Harney ESD Learning Resource Center, provided the related literature search in Chapter 14.5 starting on page 533. Many thanks for their efforts.

dards within the scientific inquiry strand have either an *S* or *E* code, consider using this activity for potential student work samples.

**Note:** Two letters separated by a slash (e.g., S/E) indicates that alignment may vary with grade level and age group of students.

Scoring guide examples for writing, speaking, scientific inquiry, and math follow the *Stream Scene* correlations for each of the content areas and are based on state scoring guides provided by the Oregon Department of Education, Office of Assessment and Evaluation. State scoring guides offer specific, consistent criteria on a 1–6 point scale against which teachers score students’ classroom work. Get the most current official scoring guides from the Oregon Department of Education, Office of Assessment and Evaluation, 255 Capitol Street NE, Salem, OR 97310-0203. Use the 1–6 point scoring scale on the following page as a reference when grading student work samples.

### Web sites for Oregon education standards

Most Oregon Department of Education publications and other information about the Oregon Educational Act for the 21st Century can be found on the department’s World Wide Web home page at:

<http://www.ode.state.or.us>

The Oregon Public Education Network (OPEN) maintains an excellent web site of resources for educators at:

<http://www.open.k12.or.us>

The Oregon Education Association provides many useful resources for educators related to teaching and learning, helping students succeed, and standards-based education on its web site at:

<http://www.oregoned.org>



# Scoring scale

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## **6** *Exemplary*

Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions.

## **5** *Strong*

Work at this level exceeds the standard. It is thorough, complex and consistently portrays exceptional control of content, skills, and problem-solving strategies.

## **4** *Proficient*

Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and problem-solving strategies and reflects considerable care and commitment.

## **3** *Developing*

Work at this level shows basic, but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.

## **2** *Beginning*

Work at this level is often superficial, fragmented, or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.

## **1** *Exploring*

Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

Oregon's Academic  
Content Area Standards  
and Their Correlation  
With *Stream Scene*  
Activities

Key

- S** Activity aligns with **standard** as written.
- E** Activity aligns with standard when accompanied by one or more **extension** activities listed at end of each chapter's content section.
- A** Activity aligns with standard when modified or accompanied by **additional** information from "Going Further" section in each activity, chapter content, or other source.
- W** Activity would work well as a student **work sample** for state assessment procedures in this academic content area.
- \*** See following page for notes cross-referenced by number.

**English**

|                          | Work Sample | Reading *1 | Literature *1 | Writing *2 |    |    |    |    | Communication |     |     |     |
|--------------------------|-------------|------------|---------------|------------|----|----|----|----|---------------|-----|-----|-----|
|                          |             |            |               | 1          | 2  | 3  | 4  | 5  | 1             | 2   | 3   | 4   |
| The Water Cycle          |             |            |               | A          | A  | A  | A  | A  | A             | A   | A   | A   |
| Water Drop Crossword     |             |            |               |            |    | A  | S  |    |               |     |     |     |
| A Sense of Place         | W           |            |               | S/E        | E  | A  | E  | A  | S             | A   | E   | A   |
| Tour of a Topo           |             |            |               |            |    |    |    |    |               |     |     |     |
| What a Relief            |             |            |               |            |    |    |    |    |               |     |     |     |
| Snow Way                 |             |            |               | S          |    |    |    |    |               |     |     |     |
| Hold That Raindrop       | W           |            |               | S/E        |    |    |    |    | E             | E   | E   | E   |
| Timing is Everything     | W           |            |               | S/E        |    |    |    |    | E             | E   | E   | E   |
| Winter Watersheds        |             |            |               | S/E        |    |    |    |    | E             | E   |     | E   |
| Water? Right!            | W           |            |               | S          |    |    |    |    | E             | E   | E   | E   |
| A Dirty Subject          | W           |            |               | S/E        | E  |    |    |    | E             | E   | E   | E   |
| Made in the Shade        |             |            |               | S          |    |    |    |    |               |     |     |     |
| Passin' Through          |             |            |               | S          |    |    |    |    |               |     |     |     |
| Things That Go Bump      | W           |            |               | S/E        | E  |    |    |    | E             | E   | E   | E   |
| Go With the Flow         |             |            |               | S/E        |    |    |    |    |               |     |     |     |
| A Study In Streamflows   |             |            |               | E          |    |    |    |    | A             | A   | A   | A   |
| Too Much of a Good Thing |             |            |               | S          |    |    |    |    |               |     |     |     |
| When It's Hot            |             |            |               | S          |    |    |    |    |               |     |     |     |
| Temp. & Respiration Rate |             |            |               | S          |    |    |    |    |               |     |     |     |
| A South Twin Story       |             |            |               | S          |    |    |    |    |               | A   | A   | A   |
| Lakes and pH             |             |            |               |            |    |    |    |    |               |     |     |     |
| Don't Runoff             |             |            |               | S/E        | E  |    |    | A  |               |     |     |     |
| Build a "Bug"            |             |            |               |            |    |    |    |    | S             |     |     |     |
| Water Wigglers           | W           |            |               | S/E        |    |    |    |    | E/A           | E/A | E/A | E/A |
| Riffles and Pools        |             |            |               | S/E        |    |    |    |    | A             | A   | A   | A   |
| Salmon Language          |             |            |               |            |    | A  | S  |    |               |     |     |     |
| Coming Home              | W           |            |               | S          | S  | S  | S  | S  | *3            | *3  | *3  | *3  |
| Home Wet Home            |             |            |               | S          |    |    |    |    |               |     |     |     |
| The Stream Doctor        |             |            |               | S          |    |    |    |    |               |     |     |     |
| Clack. Carrying Capacity |             |            |               |            |    |    |    |    |               |     |     |     |
| Stream Survey            | W           |            |               | *2         | *2 | *2 | *2 | *2 | *3            | *3  | *3  | *3  |
| Wildlife Inventory       | W           |            |               | *2         | *2 | *2 | *2 | *2 | *3            | *3  | *3  | *3  |
| Photo Record             | W           |            |               | *2         | *2 | *2 | *2 | *2 | *3            | *3  | *3  | *3  |
| Fish Survey              | W           |            |               | *2         | *2 | *2 | *2 | *2 | *3            | *3  | *3  | *3  |
| Water Quality Survey     | W           |            |               | *2         | *2 | *2 | *2 | *2 | *3            | *3  | *3  | *3  |
| Macroinvertebrate Survey | W           |            |               | *2         | *2 | *2 | *2 | *2 | *3            | *3  | *3  | *3  |
| Stream Mapping           | W           |            |               | *2         | *2 | *2 | *2 | *2 | *3            | *3  | *3  | *3  |

# English content standards

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## Writing

1. Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details.
2. Structure information in clear sequence, making connections and transitions among ideas, paragraphs, and sentences.
3. Use varied sentence structures and lengths to enhance flow, rhythm, and meaning in writing.
4. Select words that are correct, functional, and appropriate to audience and purpose. Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, and other writing conventions.
5. Use a variety of modes and written forms to express ideas.

## Communication

1. Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details.
2. Structure information in clear sequence, making connections, and transitions among ideas, sentences, and paragraphs.
3. Select words that are correct, functional, and appropriate to audience and purpose.
4. Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy, and gestures to communicate ideas effectively when speaking.

Contact the Oregon Department of Education, Office of Assessment and Evaluation, 255 Capitol St. NE, Salem, OR 97310-0203 for the most current benchmark examples for each content area standard.

## Code translations

- \*1 Achieve alignment with reading and literature content standards with reading assignments from outside sources. See the list of fiction and non-fiction books related to water, rivers, wetlands, and ponds in he Chapter 14.5 starting on page 533. When incorporating literature into the lessons, ask students to identify important issues and concepts about water found in the literature sources, explore the historical significance of rivers, recognize themes that occur in river literature, and recognize how authors express their ideas through river analogies.

Students can then write about issues addressed in the selections, analyze the historical character of rivers, discuss themes in literary selections, demonstrate examples of how authors use rivers to express their thoughts, and develop their own style using various forms of literature as models for writing about rivers.

For more information about incorporating reading and literature studies into lessons about water, watersheds, and rivers, contact Rivers Project, Southern Illinois University, PO Box 2222, Edwardsville, IL 62026-2222, (618) 692-2446. Ask for Rivers Project, *Language Arts*, one of a series of six river units based on the study of a local river basin.

- \*2 If teacher specifically scores for these standards in the writing portion of the activity or scores a journal assignment or report associated with the activity, then alignment with the standard is achieved.
- \*3 If the teacher requires a presentation related to this activity and scores for these communication standards, then alignment with the standard is achieved.

**Writing: Elementary Level**  
**Sample Scoring Guide**

Oregon  
Benchmarks  
Grades 3 & 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone        Pair        Group

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**A. Ideas and Content**

- \* Stays on topic
- \* Main ideas stand out
- \* Clear and focused
- \* Detailed
- \* Interesting

Score:    6        5        4        3        2        1

**B. Organization**

- \* Logical order
- \* Inviting introductions and ending
- \* Smooth transitions
- \* Supporting details

Score:    6        5        4        3        2        1

**C. Sentence Fluency**

- \* Flows smoothly
- \* Varied sentence length or patterns
- \* Sounds natural

Score:    6        5        4        3        2        1

**D. Conventions**

- \* Correct usage
- \* Accurate spelling, punctuation, capitalization
- \* Easy to read
- \* Correct paragraphing

Score:    6        5        4        3        2        1

**Keys:**    **6 Exemplary**                      **3 Developing**  
             **5 Strong**                         **2 Beginning**  
             **4 Proficient**                    **1 Exploring**

Scored by: \_\_\_\_\_

**Writing: Secondary Level**  
**Sample Scoring Guide**

Oregon  
Benchmarks  
Grades 8 & 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone        Pair        Group

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**A. Ideas and Content**

- \* Stays on topic
- \* Main ideas stand out
- \* Clear and focused
- \* Detailed
- \* Interesting

Score:    6        5        4        3        2        1

**B. Organization**

- \* Logical order
- \* Inviting introductions and ending
- \* Smooth transitions
- \* Supporting details

Score:    6        5        4        3        2        1

**C. Sentence Fluency**

- \* Flows smoothly
- \* Varied sentence length or patterns
- \* Sounds natural

Score:    6        5        4        3        2        1

**D. Conventions**

- \* Correct usage
- \* Accurate spelling, punctuation, capitalization
- \* Easy to read
- \* Correct paragraphing

**E. Citations**

- \* Bibliographic references used and punctuated correctly
- \* In text footnotes used correctly

Score:    6        5        4        3        2        1

**Keys:**    **6 Exemplary**                      **3 Developing**  
             **5 Strong**                         **2 Beginning**  
             **4 Proficient**                    **1 Exploring**

Scored by: \_\_\_\_\_



## Speaking: Elementary Level Sample Scoring Guide

Oregon  
Benchmarks  
Grades 3 & 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone        Pair        Group

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### A. Content

- \* Main idea is clear
- \* Relevant details used
- \* Information stays on topic

Score:    6        5        4        3        2        1

### B. Organization

- \* Strong introduction, body and conclusion
- \* Follows logical sequence
- \* Uses smooth transitions

Score:    6        5        4        3        2        1

### C. Language

- \* Uses appropriate words
- \* Language use shows variety
- \* Adequately explains difficult words
- \* Correct grammar
- \* Word choice enhances message

Score:    6        5        4        3        2        1

### D. Delivery

- \* Volume
- \* Rate of speech
- \* Pronunciation
- \* Eye-contact
- \* Involvement in topic

Score:    6        5        4        3        2        1

**Keys:**    **6 Exemplary**                      **3 Developing**  
             **5 Strong**                         **2 Beginning**  
             **4 Proficient**                    **1 Exploring**

Scored by: \_\_\_\_\_

## Speaking: Secondary Level Sample Scoring Guide

Oregon  
Benchmarks  
Grades 8 & 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone        Pair        Group

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### A. Content

- \* Information stays on topic
- \* Performance has a purpose
- \* Main ideas have supporting details

Score:    6        5        4        3        2        1

### B. Organization

- \* Organized message
- \* Follows a natural order
- \* Has a beginning, middle, and end

Score:    6        5        4        3        2        1

### C. Language

- \* Vocabulary appropriate
- \* Grammar effective
- \* Language use shows variety
- \* Word choice enhances message

Score:    6        5        4        3        2        1

### D. Delivery

- \* Volume
- \* Rate of speech
- \* Pronunciation
- \* Eye-contact
- \* Involvement in topic

Score:    6        5        4        3        2        1

**Keys:**    **6 Exemplary**                      **3 Developing**  
             **5 Strong**                         **2 Beginning**  
             **4 Proficient**                    **1 Exploring**

Scored by: \_\_\_\_\_

Oregon's Academic  
Content Area Standards  
and Their Correlation  
With *Stream Scene*  
Activities

Key

- S** Activity aligns with **standard** as written.
- E** Activity aligns with standard when accompanied by one or more **extension** activities listed at end of each chapter's content section.
- A** Activity aligns with standard when modified or accompanied by **additional** information from "Going Further" section in each activity, chapter content, or other source.
- W** Activity would work well as a student **work sample** for state assessment procedures in this academic content area.
- \*** See following page for notes cross-referenced by number.

**Science**

|                          | Work Sample | Unifying Concepts and Processes |     |     |     |     | Physical Science |   | Life Science |     | Earth Science |   | Scientific Inquiry *1 |    |     |     | Science-Personal Social Perspectives |   |
|--------------------------|-------------|---------------------------------|-----|-----|-----|-----|------------------|---|--------------|-----|---------------|---|-----------------------|----|-----|-----|--------------------------------------|---|
|                          |             | 1                               | 2   | 3   | 4   | 5   | 1                | 2 | 1            | 2   | 1             | 2 | 1                     | 2  | 3   | 4   | 1                                    | 2 |
| The Water Cycle          | W           | S                               |     | E   | S/E |     | E                | S |              |     |               | S |                       |    | E   | E   | S                                    |   |
| Water Drop Crossword     |             | S                               |     | E   | E   |     | S                | S |              |     |               | S |                       |    |     |     |                                      |   |
| A Sense of Place         | W           | E                               | E   | E   | E   |     |                  |   |              |     |               |   | E                     | E  | E   | E   | E                                    | E |
| Tour of a Topo           |             | S                               | S   |     |     |     |                  |   |              |     |               |   |                       |    |     |     |                                      |   |
| What a Relief            |             |                                 |     | S   |     |     |                  |   |              |     |               |   |                       |    | S   |     |                                      |   |
| Snow Way                 |             |                                 |     | S   | S   |     |                  |   |              |     |               | A |                       |    |     | S   |                                      |   |
| Hold That Raindrop       | W           |                                 |     | E   |     | S/E |                  |   |              |     | S/E           |   | E                     |    | E   | E   | E                                    | E |
| Timing is Everything     | W           |                                 |     | E   |     | S/E |                  |   |              |     | S/E           |   | E                     |    | E   | E   | E                                    | E |
| Winter Watersheds        | W           | S/A                             |     |     | S   |     | S                |   | S            |     | S             |   |                       | S  | S   | S   | S                                    |   |
| Water? Right!            | W           |                                 |     | E   |     | S/E |                  |   |              |     | S/E           |   | E                     |    | E   | E   | E                                    | E |
| A Dirty Subject          | W           | E                               | E   | E   | E   | E/A |                  |   |              | S/E |               |   | A                     |    | S/E | E   | E                                    | E |
| Made in the Shade        | W           | S                               | S/A | S   |     | A   |                  |   |              |     |               |   |                       |    | S   | S   |                                      |   |
| Passin' Through          |             |                                 | A   | S   |     | A   |                  |   |              |     | S             |   |                       |    | S   | S   | S/A                                  |   |
| Things That Go Bump      | W           | E                               | E   | E   | E   | E/A |                  |   |              | S/E |               |   | A                     |    | S/E | E   | E                                    | E |
| Go With the Flow         | W           | S/E                             |     | S/E | S   |     |                  |   |              |     | S             |   |                       |    |     |     |                                      |   |
| A Study In Streamflows   |             |                                 |     |     |     |     |                  |   |              |     |               |   |                       |    |     | S   | E                                    |   |
| Too Much of a Good Thing | W           | S                               |     | S   |     |     |                  |   |              |     |               |   |                       |    | S   | S   | S                                    |   |
| When It's Hot            |             |                                 | S/E |     |     |     |                  |   | A            |     |               |   |                       |    | E   | S/E |                                      |   |
| Temp. & Respiration Rate | W           | S                               | S/E |     |     |     |                  |   | A            |     |               |   |                       |    | E   | S/E |                                      |   |
| A South Twin Story       |             |                                 |     |     |     |     |                  |   |              |     |               |   | E                     |    |     | S/E |                                      |   |
| Lakes and pH             | W           |                                 |     |     | S   |     |                  |   |              |     |               |   | E                     | E  | E   | S/E | E                                    | A |
| Don't Runoff             | W           |                                 |     | S/E |     |     |                  |   |              |     | S/E           | E | E                     |    | E   | E   |                                      |   |
| Build a Bug              | W           |                                 |     |     |     |     |                  |   | S            | S/A |               |   |                       |    |     |     |                                      |   |
| Water Wigglers           | W           |                                 |     |     |     |     |                  |   | S/E          | S/E |               |   |                       |    | S/E | S/E |                                      |   |
| Riffles and Pools        | W           | S/E                             | S/E |     |     |     |                  |   | S/E          | S/E |               |   | E                     |    |     | S/E | E                                    |   |
| Salmon Language          |             |                                 |     |     | E/A | E/A |                  |   | S            | S   |               |   |                       |    |     |     |                                      |   |
| Coming Home              | W           |                                 | S   | S   |     |     |                  |   | S            | S   |               |   |                       |    | S   | S   | S                                    |   |
| Home Wet Home            |             |                                 | A   | A   |     | A   | S                |   |              |     | A             |   |                       |    |     |     |                                      |   |
| The Stream Doctor        |             | S                               |     |     | S   |     |                  |   |              |     |               |   |                       |    |     |     | S                                    |   |
| Clack. Carrying Capacity |             |                                 |     |     |     |     |                  |   |              | S   |               |   |                       |    |     |     | S                                    |   |
| Stream Survey            | W           |                                 |     |     | S   |     |                  |   |              |     |               |   | *2                    | *2 | *2  | *2  | S/A                                  |   |
| Wildlife Inventory       | W           |                                 |     |     | S   |     |                  |   | A            | A   |               |   | *2                    | *2 | *2  | *2  | S/A                                  |   |
| Photo Record             | W           |                                 |     |     | S   |     |                  |   |              |     |               |   | *2                    | *2 | *2  | *2  | S/A                                  |   |
| Fish Survey              | W           |                                 |     |     | S   |     |                  |   |              | S   |               |   | *2                    | *2 | *2  | *2  | S/A                                  |   |
| Water Quality Survey     | W           |                                 |     |     | S   |     |                  | S |              |     |               |   | *2                    | *2 | *2  | *2  | S/A                                  | A |
| Macroinvertebrate Survey | W           |                                 |     |     | S   |     |                  |   | S            | S   |               |   | *2                    | *2 | *2  | *2  | S/A                                  |   |
| Stream Mapping           | W           |                                 |     | S   | S   |     |                  |   |              |     |               |   | *2                    | *2 | *2  | *2  | S/A                                  |   |

# Science content standards

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## Unifying concepts and processes

1. Use concepts and processes of change, constancy, and measurement.
2. Use concepts and processes of systems, order, and organization.
3. Uses concepts and processes of evidence, models, and explanation.
4. Use concepts and processes of evolution and equilibrium.
5. Uses concepts and processes of structure and function.

## Physical science

1. Identify structures and properties of matter.
2. Describe chemical and physical changes.

## Life science

1. Describe the characteristics, structure, and functions of organisms.
2. Explain the interdependence of organisms in their natural environment.

## Earth and space

1. Identify the structure of the Earth system and changes that can occur in its physical properties.
2. Explain changes occurring within the lithosphere, hydrosphere, and/or atmosphere of the earth.

## Scientific inquiry

1. Formulate and express scientific questions and hypotheses to be investigated.
2. Design scientific investigations to address and explain questions and hypotheses.
3. Conduct procedures to collect, organize, and display scientific data.
4. Analyze scientific information to develop and present conclusions.

## Science in personal and social perspectives

1. Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems, and natural resource supplies.
2. Explain risks and benefits in personal and community health from a science perspective.

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## Code translations

- \*1 Many of the “Going Further” opportunities at the end of each activity can help a student achieve alignment with the standard.
- \*2 If the teacher requires data collection, data analysis/interpretation, and a presentation related to this activity and scores for these specific inquiry standards, then alignment with the standard is achieved.

Contact the Oregon Department of Education, Office of Assessment and Evaluation, 255 Capitol St. NE, Salem, OR 97310-0203 for the most current benchmark examples for each content area standard.



**Scientific Inquiry:**  
**Elementary level**  
**Sample scoring guide**

Oregon  
Benchmarks  
Grades 3 & 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone          Pair          Group

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**A. Framing the Investigation**

- \* States question with related information
- \* Question/hypothesis is based on background information.
- \* Designs a question that can be tested.

Score:    6          5          4          3          2          1

**B. Designing the Investigation**

- \* Design a safe, logical procedure that collects enough data.
- \* Communicates an easy to follow plan with only one variable.
- \* Create a plan that will answer the question/hypothesis.

Score:    6          5          4          3          2          1

**C. Collecting and Presenting Data**

- \* Data matches plan and is complete.
- \* Pictures, diagrams, models, and/or charts are used to show data.
- \* Show results in a way that are clear and correct.

Score:    6          5          4          3          2          1

**D. Analyzing and Interpreting**

- \* Explain results clearly.
- \* Use results to explain what happened.
- \* Clearly summarizes the experiment.

Score:    6          5          4          3          2          1

Scored by: \_\_\_\_\_

**Keys:    6 Exemplary**  
          **5 Strong**  
          **4 Proficient**

**3 Developing**  
**2 Beginning**  
**1 Exploring**

**Scientific Inquiry:**  
**Secondary level**  
**Sample scoring guide**

Oregon  
Benchmarks  
Grades 8 & 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone          Pair          Group

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**A. Framing the Investigation**

- \* Provides background science knowledge that is relevant to the investigation.
- \* Question/hypothesis is based on background information.
- \* Formulates a question that can be tested.

Score:    6          5          4          3          2          1

**B. Designing the Investigation**

- \* Uses scientific knowledge and procedures to propose design that will provide adequate data.
- \* Communicates clear, logical procedure with only one variable.
- \* Presents a design that will answer the question/hypothesis.

Score:    6          5          4          3          2          1

**C. Collecting and Presenting Data**

- \* Records data consistent with the planned procedure.
- \* Data is accurate and complete.
- \* Creates accurate displays for observations or measurement.
- \* Presents results in a way that is understandable and correct.

Score:    6          5          4          3          2          1

**D. Analyzing and Interpreting**

- \* Uses scientific concepts, models, and/or terminology to explain results.
- \* Use results of the investigation to support conclusions.
- \* Provides evidence to clearly review or summarize the investigation.

Score:    6          5          4          3          2          1

Scored by: \_\_\_\_\_

Oregon's Academic  
Content Area Standards  
and Their Correlation  
With *Stream Scene*  
Activities

Key

- S** Activity aligns with **standard** as written.
- E** Activity aligns with standard when accompanied by one or more **extension** activities listed at end of each chapter's content section.
- A** Activity aligns with standard when modified or accompanied by **additional** information from "Going Further" section in each activity, chapter content, or other source.
- W** Activity would work well as a student **work sample** for state assessment procedures in this academic content area.
- \*** See following page for notes cross-referenced by number.

**Math**

|                          | Work Sample | Calculations/ Estimations |   |   | Measurements |     |     | Statistics and Probability |     |     | Algebraic Relationships |     | Mathematical Problem Solving |   |   |   |
|--------------------------|-------------|---------------------------|---|---|--------------|-----|-----|----------------------------|-----|-----|-------------------------|-----|------------------------------|---|---|---|
|                          |             | 1                         | 2 | 3 | 1            | 2   | 3   | 1                          | 2   | 3   | 1                       | 2   | 3                            | 4 |   |   |
| The Water Cycle          |             | S/E                       | E |   |              | S   |     |                            |     | E   | S                       |     |                              |   |   | E |
| Water Drop Crossword     |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| A Sense of Place         | W           | E/A                       |   |   |              | E   | E   | E                          |     | E   | E                       | E   |                              | E |   |   |
| Tour of a Topo           |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| What a Relief            |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| Snow Way                 |             |                           |   |   |              |     |     |                            |     | S   |                         | S   |                              |   |   |   |
| Hold That Raindrop       |             |                           |   |   |              | S/E |     |                            |     | E   |                         |     |                              |   |   |   |
| Timing Is Everything     |             |                           |   |   |              | E   |     |                            |     | S/E |                         | S   |                              |   |   |   |
| Winter Watersheds        |             |                           |   |   |              | E   |     |                            |     | E   |                         |     |                              |   |   |   |
| Water? Right!            |             |                           |   |   |              | E   |     |                            |     | E   |                         |     |                              |   |   |   |
| A Dirty Subject          | W           | S/E                       |   |   |              | S/E | E   | E                          | S/E | S/E | S/E                     | S/E | E                            | E | E |   |
| Made in the Shade        |             |                           |   |   |              |     |     |                            |     | S   |                         |     |                              |   |   |   |
| Passin' Through          |             |                           |   |   |              |     |     |                            |     | S   |                         |     |                              |   |   |   |
| Things That Go Bump      | W           | S/E                       |   |   |              | S/E | S/E | E                          | S/E | S/E | S/E                     | S/E | E                            | E | E |   |
| Go With the Flow         |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| A Study in Streamflows   | W           | S                         |   |   |              |     | S   | S                          | S   | S   | S/E                     | S   | E                            | E | E | A |
| Too Much of a Good Thing |             | S                         |   |   |              | S   |     |                            |     | S   |                         |     |                              |   | S | S |
| When It's Hot            |             |                           |   |   |              | S   |     |                            |     | S/E |                         | S   |                              |   |   |   |
| Temp. & Respiration Rate |             |                           |   |   |              | S   | S   |                            |     | S/E |                         | S   |                              |   |   |   |
| A South Twin Story       |             |                           |   |   |              |     |     |                            |     | S   |                         | S   |                              |   |   |   |
| Lakes and pH             |             |                           |   |   |              | S   |     |                            |     | E   |                         |     |                              |   |   |   |
| Don't Runoff             |             | E                         |   | E |              | E   | E   |                            |     | E   | E                       |     |                              |   |   |   |
| Build a Bug              |             |                           |   |   |              | S   | S   |                            |     |     |                         |     |                              |   |   |   |
| Water Wigglers           | W           |                           |   |   |              |     |     |                            |     | S   | S/E                     | S   | S                            |   |   |   |
| Riffles and Pools        |             |                           |   |   |              |     |     |                            |     | E   |                         | E   |                              |   |   |   |
| Salmon Language          |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| Coming Home              |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| Home Wet Home            |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| The Stream Doctor        |             | S                         |   |   |              |     |     |                            |     | S   |                         | S   |                              |   |   |   |
| Clack. Carrying Capacity | W           | S                         |   |   |              |     | S   |                            |     |     | S                       | S   |                              |   |   |   |
| Stream Survey            | W           | S                         | S |   | S            | S   | S   |                            |     | S   | S                       | S   |                              |   |   |   |
| Wildlife Inventory       |             | S                         |   |   |              |     |     |                            |     | A   | S                       |     | A                            |   |   |   |
| Photo Record             |             |                           |   |   |              |     |     |                            |     |     |                         |     |                              |   |   |   |
| Fish Survey              | W           | S                         |   | S | S            | S   | S   | A                          | S   | S   | S                       | S   | S                            | S | S | S |
| Water Quality Survey     | W           | S                         | S | S | S            | S   | S   | S                          | S   | S   | S                       | S   |                              |   |   |   |
| Macroinvertebrate Survey | W           | S                         |   |   | S            |     |     |                            |     | S   | S                       | S   |                              |   |   |   |
| Stream Mapping           | W           | S                         | S | S | S            | S   | S   |                            | S   | S   | S                       | S   |                              |   |   |   |

# Mathematics content standards

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## Calculations and estimations

1. Compute with whole numbers, fractions, decimals, and integers, using paper and pencil, calculators, and computers.
2. Use estimation to solve problems and check the accuracy of solutions.
3. Apply number theories, mathematical rules, and algorithms to solve problems.

## Measurement

1. Determine appropriate units, tools, and techniques to measure the degree of precision and accuracy desired in particular situations.
2. Apply direct methods of measurement in metric, U.S. customary, and other systems.
3. Apply indirect methods of measurement (e.g., formulas, estimates).

## Statistics and probability

1. Determine the probability that an event will occur.
2. Carry out and describe experiments using measures of central tendency and variability.
3. Create charts, tables, and graphs, and use statistics to summarize data, draw inferences, and make predictions.

## Algebraic relationships

1. Use mathematical expressions and algebraic operations to solve equations.
2. Represent patterns and mathematical relationships using symbols, graphs, numbers, and words.

## Mathematical problem solving

1. Represent patterns and mathematical relationships using symbols, graphs, numbers, and words.
2. Develop and apply problem-solving strategies accurately to solve problems.
3. Communicate solution process in an easily understood manner.
4. Review solutions to see if they are accurate and reasonable.

Contact the Oregon Department of Education, Office of Assessment and Evaluation, 255 Capitol St. NE, Salem, OR 97310-0203 for the most current benchmark examples for each content area standard.





**Mathematics:**  
**Elementary level**  
**Sample Scoring Guide**

Oregon  
Benchmarks  
Grades 3 & 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone        Pair        Group

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**A. Conceptual Understanding**

- \* Task changed into mathematical ideas
- \* Data from task is used

Score: 6    5    4    3    2    1

**B. Processes and Strategies**

- \* Pictures, diagrams, models and/or symbols are used
- \* Reasonable skills/strategies are used

Score: 6    5    4    3    2    1

**C. Communicate Reasoning**

- \* Thinking of solution process is clearly shown
- \* Thinking presentation is clear and organized

Score: 6    5    4    3    2    1

**D. Verification**

- \* Work is verified using a reasonable strategy

Score: 6    5    4    3    2    1

**Keys:**    **6 Exemplary**                      **3 Developing**  
             **5 Strong**                              **2 Beginning**  
             **4 Proficient**                        **1 Exploring**

Scored by: \_\_\_\_\_

**Mathematics:**  
**Secondary level**  
**Sample Scoring Guide**

Oregon  
Benchmarks  
Grades 8 & 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Description:    Alone        Pair        Group

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**A. Conceptual Understanding**

- \* Chooses mathematical ideas that are relevant to the situation
- \* Creates a model or diagram to show understanding
- \* Makes good connections to other situations

Score: 6    5    4    3    2    1

**B. Processes and Strategies**

- \* Demonstrates effective use of the processes and/or strategies
- \* Shows evidence of clarity, organization, continuity and reasoning.
- \* Uses more than one strategy and/or procedure when it is appropriate

Score: 6    5    4    3    2    1

**C. Communicate Reasoning**

- \* States the ideas and strategies/processes used to reach results
- \* Clearly communicates reasoning, the connections made and how they are relevant
- \* Matches the language, symbols, and communications forms to the information and audience

Score: 6    5    4    3    2    1

**D. Verification**

- \* Solution process is reasonable in relation to the task.

Score: 6    5    4    3    2    1

**Keys:**    **6 Exemplary**                      **3 Developing**  
             **5 Strong**                              **2 Beginning**  
             **4 Proficient**                        **1 Exploring**

Scored by: \_\_\_\_\_

Oregon's Academic  
Content Area Standards  
and Their Correlation  
With *Stream Scene*  
Activities

Key

- S** Activity aligns with **standard** as written.
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- W** Activity would work well as a student **work sample** for state assessment procedures in this academic content area.
- \*** See following page for notes cross-referenced by number.

**Social  
Sciences**

|                          | Work Sample | History |     |     | Geography |     |     | Social Science Analysis |     |     |     |    |
|--------------------------|-------------|---------|-----|-----|-----------|-----|-----|-------------------------|-----|-----|-----|----|
|                          |             | 1       | 2   | 3   | 1         | 2   | 3   | 1                       | 2   | 3   | 4   | 5  |
| The Water Cycle          |             |         |     |     | E         |     | S/E |                         |     | A   | A   | A  |
| Water Drop Crossword     |             |         |     |     | A         |     |     |                         |     |     |     |    |
| A Sense of Place         | W           |         | S/E | S/E | S/E       | S/E | S/E | E                       | E   | E   | E   | E  |
| Tour of a Topo           |             |         |     |     | S         |     |     |                         |     |     |     |    |
| What a Relief            |             |         |     |     | S         |     |     |                         |     |     |     |    |
| Snow Way                 |             |         |     |     |           |     |     |                         |     |     |     |    |
| Hold That Raindrop       | W           | E       | E   |     | E         | E   | E   | E                       | E   | E   | E   | E  |
| Timing is Everything     | W           | E       | E   |     | E         |     | E   | E                       | E   | E   | E   | E  |
| Winter Watersheds        | W           | E       | E   |     | E         | E   | E   | E                       | E   | E   | E   | E  |
| Water? Right!            | W           | E       | E   |     | E         | E   | E   | E                       | E   | E   | E   | E  |
| A Dirty Subject          | W           | E       | E   |     | E         |     | E   | E                       | E   | E   | E   | E  |
| Made in the Shade        |             |         |     |     |           |     |     |                         |     |     |     |    |
| Passin' Through          |             |         |     |     |           |     | A   | S/A                     |     |     | S/A |    |
| Things That Go Bump      | W           | E       | E   |     | E         |     | E   | E                       | E   | E   | E   | E  |
| Go With the Flow         |             |         |     |     |           |     |     |                         |     |     |     |    |
| A Study in Streamflows   | W           |         | E   |     |           |     | E   | E                       | E   | E   | E   | E  |
| Too Much of a Good Thing |             |         |     |     |           |     |     |                         |     |     |     |    |
| When It's Hot            |             |         |     |     |           |     | S/E |                         |     | A   |     | E  |
| Temp. & Respiration Rate |             |         |     |     |           |     | E   |                         |     | A   |     | E  |
| A South Twin Story       |             |         |     |     |           |     |     |                         |     |     |     |    |
| Lakes and pH             |             |         |     |     |           |     | S/E |                         | E   |     | S/E | E  |
| Don't Runoff             |             |         |     |     |           |     | E   |                         | E   | A   | S   |    |
| Build a Bug              |             |         |     |     |           |     |     |                         |     |     |     |    |
| Water Wigglers           |             |         |     |     |           |     | S/E |                         | S/E |     |     |    |
| Riffles and Pools        | W           | E       | E   | E   |           |     | S/E |                         | E   |     | E   |    |
| Salmon Language          |             |         |     |     |           |     |     |                         |     |     |     |    |
| Coming Home              |             |         |     |     | S/A       |     | S/A | S/A                     |     | S/A |     |    |
| Home Wet Home            |             |         |     |     |           | A   | A   |                         |     |     |     |    |
| The Stream Doctor        |             |         |     |     |           |     |     |                         |     |     | A   |    |
| Clack. Carrying Capacity |             |         |     |     |           |     |     |                         |     |     |     |    |
| Stream Survey            | W           |         |     |     | S         | S   | S   | *2                      | *2  | *2  | *2  | *2 |
| Wildlife Inventory       | W           | *1      | *1  | *1  |           |     | A   | *2                      | *2  | *2  | *2  | *2 |
| Photo Record             | W           | *1      | *1  | *1  |           | A   | A   | *2                      | *2  | *2  | *2  | *2 |
| Fish Survey              | W           | *1      | *1  | *1  |           |     | S   | *2                      | *2  | *2  | *2  | *2 |
| Water Quality Survey     | W           | *1      | *1  | *1  |           |     | S   | *2                      | *2  | *2  | *2  | *2 |
| Macroinvertebrate Survey | W           | *1      | *1  | *1  |           |     | S   | *2                      | *2  | *2  | *2  | *2 |
| Stream Mapping           | W           | *1      | *1  | *1  | S         | S   | S   | *2                      | *2  | *2  | *2  | *2 |

# Social studies content standards

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## History

1. Understand and interpret relationships in history, including chronology, cause and effect, change, and continuity over time.
2. Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.
3. Understand and interpret the history of the state of Oregon.

## Geography

1. Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.
2. Identify and explain physical and human characteristics of places and regions, the processes, that have shaped them, and their geographical significance.
3. Explain how humans and the physical environment impact and influence each other.

## Social science analysis

1. Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.
2. Gather, use, and evaluate researched information to support analysis and conclusions.
3. Understand an event, issue, problem, or phenomenon from multiple perspectives.
4. Identify and analyze characteristics, causes, and consequences, of an event, issue, problem, or phenomenon.
5. Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.

## Code translations

- \*1 Achieve alignment with history content standards by including an oral history component to these activities. Include research about Oregon's history and settlement in the area near the study stream.
- \*2 Most water issues today have significant social impacts. Include this component into the data collection and research process for these activities to achieve alignment with the standard.

Contact the Oregon Department of Education, Office of Assessment and Evaluation, 255 Capitol St. NE, Salem, OR 97310-0203 for the most current benchmark examples for each content area standard.

Oregon's Academic  
Content Area Standards  
and Their Correlation  
With *Stream Scene*  
Activities

Key

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- W** Activity would work well as a student **work sample** for state assessment procedures in this academic content area.
- \*** See following page for notes cross-referenced by number.

**Career-related  
Learning**

|                          | Work Sample | Personal Management<br>1 | Problem Solving<br>1 | Communication<br>1 | Teamwork<br>1 *3 | Organizations & Systems<br>1 *4 | Employment Foundations<br>1 *5 | Career Development<br>1 *6 |
|--------------------------|-------------|--------------------------|----------------------|--------------------|------------------|---------------------------------|--------------------------------|----------------------------|
| The Water Cycle          | W           | S/A                      | S                    |                    | S/A              |                                 |                                |                            |
| Water Drop Crossword     |             |                          |                      |                    |                  |                                 |                                |                            |
| A Sense of Place         |             |                          |                      | S/A                |                  |                                 |                                | A                          |
| Tour of a Topo           |             |                          |                      |                    |                  |                                 |                                | A                          |
| What a Relief            |             | S/A                      |                      |                    |                  |                                 |                                | A                          |
| Snow Way                 |             |                          |                      |                    |                  |                                 |                                | A                          |
| Hold That Raindrop       | W           |                          | S                    | S                  | S                |                                 |                                |                            |
| Timing Is Everything     |             |                          |                      |                    |                  |                                 |                                | A                          |
| Winter Watersheds        | W           | S/A                      | S/A                  | S                  | S                |                                 |                                | A                          |
| Water? Right!            |             |                          | S                    |                    |                  | A                               |                                | A                          |
| A Dirty Subject          | W           | S/A                      | S                    | S                  |                  |                                 |                                |                            |
| Made in the Shade        |             |                          | S                    |                    |                  |                                 |                                |                            |
| Passin' Through          | W           | S/A                      | S                    |                    | S                |                                 |                                |                            |
| Things That Go Bump      |             |                          | S                    |                    |                  |                                 |                                | A                          |
| Go With the Flow         |             |                          | S                    |                    | S                |                                 |                                | A                          |
| A Study in Streamflows   |             |                          | S/A                  |                    |                  |                                 |                                |                            |
| Too Much of a Good Thing |             | S/A                      | S/A                  |                    |                  |                                 |                                | A                          |
| When It's Hot            |             |                          |                      |                    |                  |                                 |                                | A                          |
| Temp. & Respiration Rate | W           | S/A                      | S/A                  | S                  | S/A              |                                 |                                | A                          |
| A South Twin Story       |             |                          |                      |                    |                  |                                 |                                |                            |
| Lakes and pH             |             |                          |                      |                    |                  |                                 |                                |                            |
| Don't Runoff             |             |                          | S                    |                    | S                |                                 |                                | A                          |
| Build a Bug              | W           | S                        | S                    | S                  | S                |                                 |                                | A                          |
| Water Wigglers           | W           | S/A                      | S                    | S                  | S                |                                 |                                | A                          |
| Riffles and Pools        |             |                          |                      |                    |                  |                                 |                                |                            |
| Salmon Language          |             |                          |                      |                    |                  |                                 |                                |                            |
| Coming Home              | W           | S                        | S                    | S                  | S                |                                 |                                | A                          |
| Home Wet Home            |             |                          |                      | S                  |                  |                                 |                                | A                          |
| The Stream Doctor        |             |                          |                      |                    |                  |                                 |                                | A                          |
| Clack. Carrying Capacity |             |                          |                      |                    |                  |                                 |                                | A                          |
| Stream Survey            | W           | S/A                      | *1                   | *2                 | *3               |                                 |                                |                            |
| Wildlife Inventory       | W           | S/A                      | *1                   | *2                 | *3               |                                 |                                |                            |
| Photo Record             | W           | S/A                      | *1                   | *2                 | *3               |                                 |                                |                            |
| Fish Survey              | W           | S/A                      | *1                   | *2                 | *3               |                                 |                                |                            |
| Water Quality Survey     | W           | S/A                      | *1                   | *2                 | *3               |                                 |                                |                            |
| Macroinvertebrate Survey | W           | S/A                      | *1                   | *2                 | *3               |                                 |                                |                            |
| Stream Mapping           | W           | S/A                      | *1                   | *2                 | *3               |                                 |                                |                            |

# Career-related learning standards

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## Personal management

1. Exhibit appropriate work ethic and behaviors in school, community, and workplace.

## Problem solving

1. Apply decision-making and problem-solving techniques in school, community, and workplace.

## Communication

1. Demonstrate effective communication skills to give and receive information in school, community, and workplace.

## Teamwork

1. Demonstrate effective teamwork in school, community and workplace.

## Organization and systems

1. Describe how individuals fit into organizations and systems.

## Employment foundations

1. Demonstrate both academic knowledge and technical skills required for successful employment within a career endorsement area.

## Career development

1. Demonstrate career development skills in planning for post high school experiences.

## Code translations

- \*1 Set the stage for the field investigation activities with a realistic scenario for the watershed. Provide students with a reason for planning the research, collecting the data, and presenting the results.
- \*2 If the teacher requires a presentation related to this activity and scores for communication standards, then alignment with the standard is achieved.
- \*3 Any of the activities could involve teamwork if students perform the work in groups. Some activities are better suited to the team approach than others.
- \*4 See suggestions in the “Going Further” sections. Create opportunities for students to work with individuals from organizations. Ask for a representative to come to the class to share how they fit into the organization as a whole.
- \*5 Include options for students to research both the academic knowledge and technical skills required for employment in the career endorsement area best addressed by these activities.
- \*6 Include discussions of careers associated with the activity. Provide examples of how watershed studies cross discipline boundaries.

Contact the Oregon Department of Education, Office of Assessment and Evaluation, 255 Capitol St. NE, Salem, OR 97310-0203 for the most current benchmark examples for each content area standard.

