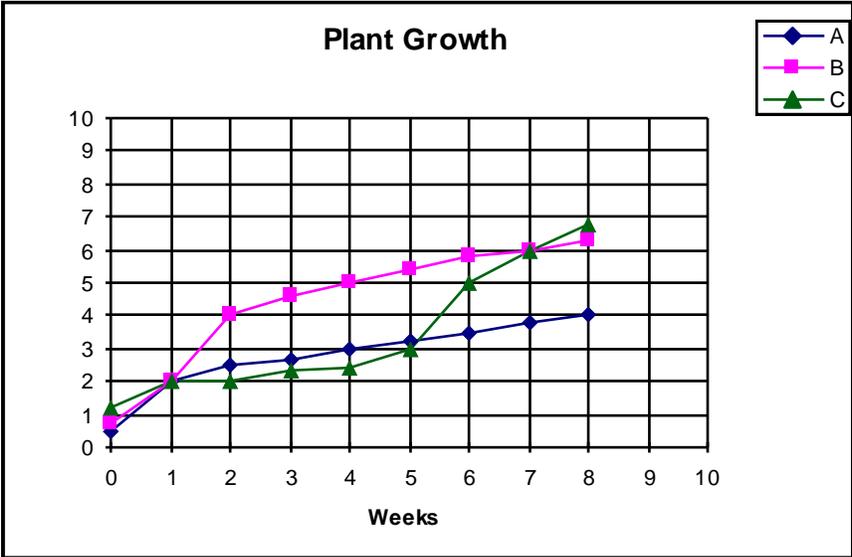


Best Plant Food



As part of their science study, the fifth grade students in Mrs. Albert’s class investigated the effects of several different types of plant food on plant growth. Plants A, B, and C were each given a different type of fertilizer.

All of the plants were just beginning to sprout at the start of the experiment and were measured weekly for 8 weeks. The three plants were placed by the same window and watered at the same time each day and were given fertilizer weekly. The following graph shows their results:



Part A. One student noticed that Plant C was the tallest at 8 weeks. Make at least **2 other statements about Plant C.**

Part B. Plant C grew slowly for the first 5 weeks and then grew quickly. Explain what happened over time to Plants A and B:

Plant A:

Plant B:

Part C. 1. Select one plant and predict its height at week 10.

Plant _____ will be _____ cm tall at 10 weeks.

2. Explain why you think it will be this height using the information from the graph to support your answer.

Part D. 1) Which plant food (the one used for plant A, B, or C) would you recommend for use with other plants? _____

2) Use the data in the line graph and what you noticed about plant growth over time to explain your choice of plant food.

Best Plant Food Scoring Guide

Standards: **Students will understand and apply concepts of data analysis.**
Students will understand and apply concepts of mathematical reasoning.

MLR Performance Indicator (Gr. 3-4)	1 Doesn't Meet	2 Partially Meets	3 Meets	4 Exceeds
C. 2 Read and interpret displays of data (Parts A, B, C.1)	The student neither read nor interpreted the data accurately.	Some attempt is made to read and/or interpret the data accurately. Flaws and omissions indicate gaps in understanding.	The student read and interpreted the data accurately throughout the task. Minor flaws and omissions do not indicate gaps in understanding.	The student read and interpreted the data consistently throughout task. Interpretations may be insightful or sophisticated.
J.1 Demonstrate understanding that support for a claim should be based on evidence of various types (Part C.2 & D.2)	No/little attempt to support responses.	Some attempt is made to use supporting evidence; responses are incomplete.	Explanations include sufficient supporting evidence from the task and from the student's own answers. Minor flaws and omissions do not indicate gaps in understanding.	Explanations are thoroughly and accurately supported by evidence from the task and from the student's own responses.