

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

UFO SIGHTING

Grade Level: 3rd to 4th Grade

Florida Sunshine State Standards Addressed:

Math Standard – Data analysis and probability

Standard I – The student understands and uses the tools of data analysis for managing information.

MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

Writing Standard I – The student uses the writing process effectively.

LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas.

LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters and simple explanations that express ideas clearly, show an awareness of topic and audience, have a beginning, middle and end, effectively use common words, have supporting details and are in legible printing.

LA.B.1.1.3: The student produces final, simple documents that have been edited for correct spelling, appropriate end punctuation, correct capitalization for initial words and names of people, correct sentence structure and correct usage of age appropriate verbs/subject and noun/pronoun agreement.

Listening, viewing and speaking Standard I – The student uses listening strategies effectively.

Listening, viewing and speaking Standard III – The student uses speaking strategies effectively.

Authors: Bethany Parr, Wendi Molina

School: Charter School of Excellence, Fort Lauderdale, FL

Phone and Email: 954-522-2997

UFO Sighting

Assessment Scenario for Students

A UFO has just been spotted outside your classroom. Everyone in the class saw the amazing sight and was in awe. However, the rest of the school missed out on the excitement. The school newspaper needs some help. They want an article published in their paper about the UFO sighting. You have been chosen as the person to write the article for the newspaper. Your assignment is to interview one student in your classroom about the sighting and write an exciting, interesting and detailed article for the paper. Make sure the article includes who, what, when, where, how, and why. We're counting on you!

Task 1: Interview Preparation

Materials – Paper, pencil

Write at least ten questions that you will use to interview your eyewitness of the UFO sighting. Make sure to include the who, what, where, when, why and how questions.

Scoring Guide – Task 1

4 Exemplary

- Criteria for the proficient category have been successfully completed.
- More advanced work is included. For example, the student writes more than 10 interview questions.

3 Proficient

- The student writes 10 interview questions.
- The student uses all of the following types of questions: who, what, when, why and how.

2 Progressing

- The student writes 10 interview questions, but does not include all types of questions listed in the proficient category.
- The student includes all types of questions listed in the proficient category, but does not write 10 interview questions.

1 Not meeting the standard(s)

- The student does not write 10 interview questions and does not have all types of questions listed in the proficient category.

Task 2: The Interview

Materials – Tape recorder, cassette tape, pencil, paper and tally chart.

Interview the eyewitness using the teacher-approved questions. Be sure to use the tape recorder to assure that no details are omitted.

Listen to the taped interview and tally how many nouns and verbs you hear during the interview.

Task 2: Scoring Guide

4 Exemplary:

- Criteria for the proficient category have been successfully completed.
- More advanced work is included. For example, the student tallies another part of speech.

3 Proficient:

- The interview is conducted.
- The student speaks with attention to volume, clarity and expression.
- The student uses all of the following types of questions: who, what, where, when, why, and how.
- The student tallies all nouns and verbs from the eyewitness' interview.

2 Progressing:

- Three out of the four criteria for a proficient score are met.
- More work is needed.

1 Not meeting the standard(s):

- Less than three criteria for a proficient score are met.
- The task should be repeated.

Task 3: The Graph

Materials – Tally sheet, blank white paper, crayons and a pencil.

Use the tally sheet to create a graph of how many nouns and verbs you heard during the interview.

Task 3: Scoring Guide

4 Exemplary:

- Criteria for the proficient category have been successfully completed.
- More advanced work is included. For example, the student creates a more complex bar graph (counting by twos or fives instead of ones).
- The student graphs more than just nouns and verbs.

3 Proficient:

- The student creates a basic bar graph (counting by ones) of how many nouns and verbs were said during the interview.
- The graph is titled and labeled.
- The graph accurately represents data collected during the interview and the information is recorded in an organized way.

2 Progressing:

- Two out of the three criteria for a proficient score are met.
- More work is needed.

1 Not meeting the standard(s):

- Less than two criteria for a proficient score are met.
- The task should be repeated.

Task 4: The Rough Draft

Materials – Tape recorder, cassette of interview, paper and pencil.

Listen to the eyewitness' interview and write a rough draft for your newspaper article. Be sure to use proper sentence structure and paragraph formation. Make it exciting, interesting, and detailed.

Task 4: Scoring Guide

4 Exemplary:

- Criteria for the proficient category have been successfully completed.
- More advanced work is included. For example, the article is exciting, interesting and detailed.

3 Proficient:

- The rough draft for the article is completed.
- The article has correct sentence structure and paragraph formation.

2 Progressing:

- The rough draft is complete, but doesn't show correct sentence structure and/or paragraph formation.
- The rough draft is **not** complete, but what is written, shows correct sentence structure and paragraph formation.

1 Not meeting the standard(s):

- The rough draft is not complete, and what is written doesn't show correct sentence structure and paragraph formation.

Task 5: Final Draft

Materials – Rough draft, paper, pencil and crayons.

Use corrected rough draft to make a final draft with no spelling, punctuation, capitalization, or organizational mistakes. Draw an illustration to go with your article.

Task 5: Scoring Guide

4 Exemplary:

- Criteria for the proficient category have been successfully completed.
- More advanced work is included. For example, no spelling, punctuation or capitalization errors are made.

3 Proficient:

- The final copy of the article is completed.
- All paragraphs are indented.
- The article has fewer than three spelling errors.
- The article has fewer than three punctuation errors.
- The article has fewer than three capitalization errors.
- The illustration is an accurate representation of the article's content.

2 Progressing:

- Four out of the six criteria in the proficient category have been met.
- More work is needed.

1 Not meeting the standard(s):

- Less than three of the criteria in the proficient category have been met.
- The task should be repeated.