Assessment Resources

|  |  |  |
| --- | --- | --- |
| Site | Example | Description |
| **Summative Assessment** |
| Alberta Assessment ConsortiumLink:goo.gl/6NjZAm | Performance Assessment Task-Invent an Instrument |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Level****Criteria**  | **Excellent** | **Proficient** | **Adequate** | **Limited** \* | **Insufficient / Blank \*** |
| **Justify material choices**(3-3.4, 3-3.7) | Provides **thoughtful** explanation to support material choices. | Provides **logical** explanation to support material choices. | Provides **reasonable** explanation to support material choices. | Provides **weak** explanation to support material choices. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Explain sound production** (3-9.2, 3-3.7) | Uses scientific language **accurately** and **skillfully** to explain how instrument makes sound. | Uses scientific language **appropriately** to explain how instrument makes sound. | Uses scientific language **simplistically** to explain how instrument makes sound. | Uses scientific language in**accurately** to explain how instrument makes sound. |
| **Explain changes in sound** (3-9.4, 3-3.7) | Uses scientific language **accurately** and **skillfully** to explain changes in sound. | Uses scientific language **appropriately** to explain changes in sound. | Uses scientific language **simplistically** to explain changes in sound. | Uses scientific language in**accurately** to explain changes in sound. |

Invent an InstrumentThe Edmonton Symphony Orchestra would like to add some new instruments to their orchestra for a special performance. They have asked grade three students to submit musical instruments that they have created. Each musical instrument needs to be constructed so that a variety of pitches and volume levels can be played. You may use an assortment of materials to create your own original instrument. When your instrument is complete, you will play it for the director of the orchestra (your teacher). As part of your presentation, you will:* play a variety of pitches on your instrument
* play a variety of volume levels on your instrument
* describe the materials you used to make your instrument and the reasons for your choices
* explain how and why your instrument makes sound
* explain how and why your instrument is able to change its pitch and volume

 |
| Alberta Assessment ConsortiumLink:goo.gl/m5Q83C | Performance Assessment Task-Celebrate  | **Celebrate!**NEWS FLASH!Special traditions and celebrations are happening in Ukraine, Peru, Tunisia, and India. The Canadian Broadcasting Corporation (CBC) is sending you to join their broadcast team on location in one of these countries to report on these exciting events. To help you prepare for your assignment, you will need to do the following:* + Find information from a variety of sources, including your textbook, library books, and Internet sites approved by your teacher. Your news report will need to give information about:
		- how and why the celebration began
		- how it is celebrated today
		- what it is about this celebration or tradition that is unique to this culture and part of their identity.
	+ Record your information on the research organizer.
	+ Include pictures, posters, slide shows, or models that will make your presentation more interesting for your TV audience.

When your report is complete, you will present it to your TV audience (your class). Use your research organizer to help guide your presentation. Remember to speak with a loud, clear and expressive voice.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Excellent** | **Proficient** | **Adequate** | **Limited** \* | **Insufficient / Blank \*** |
| **Describe celebration/ tradition** (3.1.1.1, 3.1.2.4) | Provides a **comprehensive** description of the event that includes a **significant** connection to the past and present. | Provides a **thorough** description of the event that includes an **important** connection to the past and present. | Provides a **partial**description of the event that includes a **reasonable** connection to the past and present. | Provides a **sketchy** description of the event that includes only a **superficial** connection to the past and present. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Link celebration/ tradition to identity**(3.1.2.5) | Links celebration/ tradition to identity in an **insightful** manner by providing **in-depth** reasons why this event is unique to this culture.  | Links celebration/ tradition to identity in a **logical** manner by providing **substantial** reasons why this event is unique to this culture.  | Links celebration/ tradition to identity in a **basic** manner by providing **simplistic** reasons why this event is unique to this culture. | Links celebration/ tradition to identity in a **trivial** manner by providing **sketchy** reasons why this event is unique to this culture. |
| **Create visual**(3.S.8.4) | Creates a visual that is **memorable** and **enhances** the presentation. | Creates a visual that is **detailed and interesting** and **supports** the presentation. | Creates a visual that is **appropriate** and **generally supports** the presentation. | Creates a visual that **has minimal appeal** and **does little to support** the presentation. |
| **Present orally**(3.S.8.1) | Presents orally in a manner that **engages** the audience. | Presents orally in a manner that **interests** the audience. | Presents orally in a manner that **generally** **informs** the audience. | Presents orally in a manner that **has little audience appeal**. |

Enjoy your trip! We look forward to your presentation. |
| Alberta Assessment ConsortiumLink:goo.gl/Gv0axu | Performance Assessment Task-Book Jacket Designer | **Book Jacket Designer**As an experienced writer/illustrator, you have been asked by Scholastic Books to design a book jacket for the newest edition of a popular book.The front of the book jacket needs exciting new illustrations that represent the story. The front should also clearly show the title and author of the book.For the back of the book jacket, the Scholastic representative (your teacher) would like you to write a summary of the story. This summary should include main events, setting(s) and character(s) without giving away the ending of the story. To create variety in your summary, think about using: * short sentences,
* longer sentences that combine ideas, and
* different sentence beginnings.

Quality writing will encourage readers to choose this book.Your book jacket will be submitted to the Scholastic representative (your teacher).Ready! Set! Design!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Level****Criteria**  | **Excellent** | **Proficient** | **Adequate** | **Limited** \* | **Insufficient / Blank \*** |
| **Represent ideas**(2.2.7) | Represents ideas in a way that **insightfully** captures the story. | Represents ideas in a way that **thoughtfully** captures the story. | Represents ideas in a way that **generally** captures the story. | Represents ideas in a way that **does little to** capture the story. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Summarize story**(2.3.3) | Provides a **comprehensive** summary that includes **significant** information. | Provides a **substantial** summary that includes **relevant** information. | Provides a **partial** summary that includes **basic** information. | Provides a **sketchy** summary that includes **inaccurate and/or unrelated** information. |
| **Use sentence variety**(2.4.2, 4.2.1) | Uses sentence variety **consistently** to **engage** the audience. | Uses sentence variety **frequently** to **engage** the audience. | Uses sentence variety **occasionally** to **partially** **engage** the audience. | Uses **little or no** sentence variety. |

 |
| Edutopia  | Performance Assessment Task-Warning Poster  | Students create a warning poster for the antagonist of the story. * Include details about person
* Why they are dangerous
* Optional (pictures)
 |
| **Formative Assessment** |
| Edutopia | Doodle it | Have students doodle what they understand instead of writing it.* Everything they add to their drawing needs to have a meaning
* Nothing on their page should just be there
* Students will have to begin with the end in mind
 |
| Edutopia | Chalkboard/ Whiteboard Splash | Numerous students respond to prompt/question on the board at the same time* Need lots of markers or chalk
* Have space for students in front of board
* Have response be on the shorter end
 |
| Edutopia | Exit Slip | Hand out to students at the end of the class. Have the students fill out the card and hand it in before leaving class. |
| Edutopia | Two Roses and a Thorn | Name two things that you like or understood about the lesson and one thing that you did not enjoy or did not understand.* Can take form as an exit slip
* Can take form as a class discussion
* Can take form as a rapid fire
 |
| Edutopia | Red/ Green Card | Students hold an index card with Red/ Green on it. When they understand what is going on they will show me green. When they missed a piece of information they will flip the card over to red.* Hands up are not needed
* The red side will show the teacher when the students are lost or need some help
 |