Nicole Ewert

Performance Task Assessment for 2nd Grade English/Language Arts

**Unit:** Sentence Composition

**Grade:** 2nd

**Purpose:** During this ungraded assessment, second grade students will the take the role of authors writing their own autobiography. Using complete, detailed sentences, students will assess themselves on a detailed understanding of their dream profession. During the beginning of the formative assessment, students will conclude on presentations from a number of parents and friends who presented their occupations to the class. Throughout this assessment, students will show the ability to critique other classmates’ writing skills. Students will then chose the career of their dreams and justify, through the use of adjectives, their reasoning for their chosen careers, and evaluate the possible outcome of their future with their chosen profession. Students will support their career decision with strong detail and will do so using complete sentence. This ungraded assessment will allow students to create a dream future for themselves, as well as to design a plan to achieve that dream. The instructor will be able to combine classroom topics into their student’s writings and produce a weekly lesson for students to build onto their understanding of the classroom learning goals. The purpose of this assessment is for students to write in ways that show complete understanding of the classroom learning goals as well as to show the instructor areas that need more attention and areas that have been entirely mastered by the class. The final section of this assessment will be an ungraded summative assessment where students will write an autobiography of where they see themselves in the future. Finally, the teacher will compile all of the students’ autobiographies into a classroom book where students can see their classmates’ works.

**Standards/Benchmarks:**

* SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
* R.FL.02.02. Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.
* R.IT.02.01. Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, personal correspondence, science and social studies magazines.
* R.IT.02.04. Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
* R.CS.02.01. Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

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| **Learning Targets** | **Day Assessed** |
| I can write sentences that display understanding through the use of adjectives. | Day #1, Day #3, Day #4 |
| I can evaluate presentations using complete sentences. | Day #1 |
| I can create and present an autobiography displaying proper writing skills. | Day #4, Day #5 |

**Assessment Directions:**

**\*This will be read the class day before the assessment begins**

You have all been doing so well with your writing over the past few weeks, so on Monday we are going to begin a project that we will be working on throughout the entire week next week.

When you come into class on Monday, we will have some special guests that will be here to talk to you. Each guest will be a parent that you all know, a local townsperson, or a good friend of mine. They will be here to tell you a little bit about their careers, and what they do for their jobs each day. It will be your job to take some notes about each speaker so that you can produce a little write up about each of them.

On Tuesday, you will need to have your write ups with you for class because we will be critiquing each others’ write ups. We will be keeping an eye out for our use of adjectives as well as proper sentence composition.

On Wednesday, you will be asked to come to class with a copy of a picture of yourself, and with ideas of what your dream career will be. We will then each write one sentence each about our dream career and present it to our classmates.

On Thursday, we will spend class time writing our own autobiographies of how we think our life and career will be in 20 years. Don’t worry we will make sure that we are all on the same track and feel ready to complete this assignment.

Then, Friday is going to be a very fun class day. Friday is the day where you all will be asked to dress up in clothes that you would wear in your future career. We will have snacks and drinks, and will take turns going in front of the class reading our autobiographies aloud. I cannot wait to hear you all present!

This assignment should be a lot of fun! And the best part is that there will be NO GRADE! This is simply for us to practice our writing skills as well as our presenting skills. It also allows for me to see how well we are doing as a class. At the end we will compile all of our autobiographies together into one giant biography book that will be displayed in the classroom for the rest of the year!

**Day 1: Presentations**

**Time Frame:** 1 Day or 60 minutes

**Materials:**

* Project Checklist (1A)
* Presenter Response Guidelines (1B)
* Manila Folder for each student (with loose leaf lined paper inside)

**Directions:**

Before students enter the classroom, have a manila folder at each student’s desk. Inside each folder there should be loose leaf lined paper, and both of the worksheets for the day. When students enter the classroom have them take their Project checklist out of their manila folder (1A). This will be explained all together later.

This day will be the day that the adults will be in the classroom presenting their careers to the students. Keep the presentations to a maximum of 5 minutes so the students stay attentive and have time to complete what is asked of them. After each presenter, give children 3 minutes to write a small response to the presentation. After all presenters are gone, put the students in groups of 4 and allow them to discuss the presentations. In the end, come together as a class and talk aloud with the entire class about the presentations. Finally, leave time for any questions about the project so far.

**(Read to Students)**

Before we introduce our guest speakers, let’s take out the Project Checklist that is in our folders. This will help you stay on track with our project for the week. At the end of each day, we will check off what we have completed all together. Be sure to put your name on the top of your sheet. We will read those directions out loud at the end of the day.

If you could now take out your Presenter Response Guidelines sheet we will read those directions together out loud (Read out loud to class). Does anyone have any questions? (Allow question time). Okay let’s bring out our first presenter (Announce each presenter and allow them to speak to the class).

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1A**

Project Checklist

This checklist will show you all parts of this project that we will complete by the end of the week. If at any time you have any questions about this assessment, feel free to raise your hand or come up to my desk and ask me questions ☺. At the end of each class day, we will talk together as a class about what we have completed for the assessment, and will check off the boxes that we have completed together as a class. I hope you all enjoy the project ☺.

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|  | **Step #** | **Needed Materials** | **Description of Activity Completed** |
|  | Step #1 | Lined Paper,  Writing Utensil | Career Presentations |
|  | Step #2 | Lined Paper,  Writing Utensil | Presentation Response |
|  | Step #3 | Red Pen | Critique Others’ Responses |
|  | Step #4 | Picture of Yourself,  Brainstormed Ideas | Sentence Description of Dream Career |
|  | Step #5 | Sentence Description of Dream Career | Presentation of Sentence |
|  | Step #6 | Lined Paper,  Writing Utensil | Write Autobiography |
|  | Step #7 | Autobiography,  Clothes of Career | Presentation Day |

You DID IT!!! Great Work ☺

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1B**

Presenter Response Guidelines

Please be sure to listen carefully and be respectful during the career presentations this morning. This sheet has guidelines to follow when writing your response. Your response to EACH presentation should be short, but should cover all of the questions stated below. Be sure to set your response up in the same format as show below. Good luck ☺!!! Remember to raise your hand at ANY TIME if you have a question ☺

**-Presenters Name**

**-Presenters Job**

**-1 thing you LIKED about the profession.**

**-1 thing you DID NOT like about the profession.**

**-Is this the job of your dreams? Why or why**

**NOT?**

**-Remember to use your ADJECTIVES ☺**

\*Please be sure to KEEP this rubric after you have completed your response. We WILL be using this sheet TOMORROW when we critique other classmate’s responses.

Great Job So Far ☺…

**Day 2: Critiquing Other Classmates’ Responses**

**Time Frame:** Day 1- 10 minutes (Teacher explanation)

Day 2- 60 minutes (Group Critiquing)

**Materials:**

* Manila Folder (Returned to the correct student)
* Presenter Response Guidelines (1B)
* Red Pen (1 per student)

**Directions:**

Students will use Day 2 to critique their classmates’ Presenter Responses. The teacher will explain at the beginning of class how to critique one another’s paper. Students should underline the adjectives found in each paper that they critique. Also, as they pass their Presenter Response, they should pass their Guidelines (1B) along with it. The one critiquing should place a check mark next to each question as they read the responses to be sure that they answered each of the questions for each response.

First, the class will be divided into groups of 4. They will be asked to number their Presenter Responses 1-4. They will pass all of their responses counter clockwise. The first round, each student will critique the response numbered #1, the second round #2, and so on until all 4 are critiqued for each student. If there is a group without 4 members than the teacher can critique as well. At the end, the class will come together and tell of common errors they found in writing as well as what concepts and/or questions were mastered.

**(Read Aloud To Students)**

It is now time to critique one another’s Presenter Response (Explain the directions stated in the directions above to the class). You will be given 10 minutes per response! Raise your hand for help!

**Day 3: Mini Autobiography & Presentation**

**Time Frame:** Day 2- 10 minutes (teacher explanation)

Day 3- 30 minutes (preparation)

30 minutes (presentations)

**Materials:**

* Manila Folders (Returned to the correct student)
* Lined Paper
* Pencil
* Photograph
* Mini Autobiography Guidelines (3A)

**Directions:**

During Day 3, students will come to class with a photo of them that the teacher will collect at the beginning of the class. They will also have come prepared with a job of their dreams decided, along with some ideas and information about that job. They will be using the first 30 minutes of class time to prepare a one sentence description of their dream job, and why they chose that job. They will work on their use of adjectives throughout the description (read Mini Autobiography Guidelines (3A) aloud). Finally, for the last 30 minutes of work time, students will come up to the front of the class, one by one, to present their sentence out loud. This work day will act as practice for the final completion of the assignment.

**(Read Aloud to Students)**

Today we will be creating a one sentence description of our dream jobs, and explaining, through the use of ADJECTIVES, why we choose that career. During work time would be a great time for you to ask me any questions you have so far ☺. Today is like a practice day for Friday!

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3A**

Mini Autobiography Guidelines

You will be given 30 minutes of class time to write a one sentence description of your dream career. I would like you to use the checklist below to help you create your description. You should tell me what your career is, and why you choose that career. You will then, after work time is complete, take turns coming to the front of the class and reading your description aloud to the remainder of the class. If you have any questions while you are creating your description feel free to raise your hand ☺!!

**-What is your dream career?**

**-What will you do in that career?**

**-Why did you choose this career?**

**-Remember to use ADJECTIVES in your**

**Description ☺**

Good Luck…☺

**Day 4: Becoming Autobiographers**

**Time Frame:** Day 3- 60 minutes (practice writing format & presenting)

Day 3- 5 minutes (teacher explanation)

Day 4- 60 minutes (writing final autobiography)

**Materials:**

* Manila Folder (returned to correct student)
* Lined Paper
* Pencils
* Autobiographer Guidelines (4A)
* Presentation Guidelines (4B)

**Directions:**

Day 4 will be used for in class writing. Students will take their mini autobiography sentence from Day 3, and add to it creating a full page autobiography. The beginning of the class will be a small discussion of what will be expected of the students over the next two days (read Autobiographer Guidelines (4A) & Presentation Guidelines aloud (4B)). Student will be able to use their work time to approach the teacher with any questions or concerns about the presentation and autobiography as well.

**(Read Aloud to Students)**

Today will be our final work day! As you know today will be our final presentations. So far you have all proved to be wonderful autobiographers, and I cannot wait to see you presentations tomorrow!! While you are working on your final presentation today please feel free to raise your hand or come up to my desk with any questions or concerns you may have! I know you all are going to do a wonderful job! I am an very impressed with your work so far!!

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4A**

Autobiographer Guidelines

Today is the day! We are finally writing our official autobiographies. It is now time for you all to become autobiographers. Think of all of the stuff we have learned and corrected over the past week and be sure to apply it to your final draft. Remember, you will need to write a one page autobiography of your dream career, and what your life and career will be like 20 years from now ☺!!

**-What is your dream career?**

**-What do you do in your career?**

**-What do you wear?**

**-Where do you live?**

**-What do you drive?**

**-What is your house like?**

**-What is your family like?**

**-What has changed in the last 20 years of your**

**life?**

**-Remember to use ADJECTIVES**

**-Make sure your autobiography is 1 full page**

Good luck Autobiographers ☺

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4B**

Presentation Guidelines

It is important that you read this rubric before you go home tonight so you remember what you need for tomorrow’s presentations ☺! Remember we will be having snacks and drinks during the presentations as well ☺! As autobiographers, it is important that we are respectful of our other friends presenting as well! I know you will all do great! Remember to be confident proud of your work ☺!!!

**-Be sure to come dressed in what you would be**

**wearing daily for your dream job ☺**

**-Be confident & speak loudly ☺**

**-Smile & be proud of your work ☺**

**-Remember that we are all your friends and**

**cannot wait to hear what you have to tell us!**

**-Be respectful of your other autobiographers’**

**Presentations ☺**

Good luck & Have fun ☺!!!!

**Day 5: Presentation Day**

**Time Frame:** Day 4- 10 minutes (teacher explanation)

Day 5- 60 minutes (autobiographer’s presentations)

**Materials:**

* Manila Folders (returned to correct students)
* Snacks & Drinks
* Sample of Classroom Autobiographer’s Book
* Camera

**Directions:**

Day 5 is the final day of the assessment; this is the time for the teacher to summative assess each students’ grasp of the concept. After watching the students’ progress over the week, the teacher will be able to see how the students have improved and mastered the concepts throughout the week. While students present the teacher will fill out Presentation Evaluation Forms (6A) for each presenter.

The teacher should have snacks prepared to students and at the beginning of class should reread the Presentation Guidelines (4B) aloud to the class, and show students an idea of how he/she will compile all of the autobiographies into a booklet along with pictures to keep in the classroom. The teacher will also take a class photo of students in their career attire at the end of class. Then, fill out Project Checklists (1A).

**(Read aloud to students)**

Autobiographers, today is the day! Today we get to share our autobiographies with the class. You all look so professional and ready to present! Remember to smile and be confident ☺! We are all so proud of all that you have accomplished! Remember when we are done we will be taking a class photo so be sure to leave your career attire on after you present! If you have any questions please raise your hand at this time!

**Day 6: Evaluation Day**

**Time Frame:** Day 5- 10 minutes (teacher explanation)

Day 6- 10 minutes (discussing teacher evaluations)

Day 6- 40 minutes (work on Student evaluations)

Day 6- 10 minutes (wrap up as a class)

**Materials:**

* Manila folder (returned to correct student)
* Presentation Evaluation (6A)
* Student Evaluation (6B)
* Autobiography Book
* Class Photograph

**Directions:**

Day 6 will be the final day of the Autobiographer project. It will be used as a wrap up day. First, the teacher should give each student their teacher completed Presentation Evaluation (6A) and allow time to discuss what the comments mean. Then, students should be given time to fill out the Student Evaluation (6B). Finally, the teacher will collect the Student Evaluations (6B) and Presentation Evaluations (6A), in order to track students’ progress, and the class will have a final discussion on the project. In the end, the teacher will display to the class the compiled Autobiography Book and the class photograph from Presentation Day.

**(Read Aloud to Students)**

After you all did such a wonderful job presenting I decided to have a discussion and evaluation day to reflect on last week’s Autobiographer Project. I am going to give you the sheets that I filled out during your presentation, and allow you to fill out a Student Evaluation. We will then take time to discuss the wrap up of the project as a class. Then, I have our Class Autobiographer Book and class photo to show you!!

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6A**

Presentation Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| **Project** | **5 Points** | **3 Points** | **1 Point** |
| **Autobiography** | Student used ADJECTIVES to describe their dream career. Student wrote in COMPLETE sentences. | Student used some ADJECTIVES when describing their career. There were not many COMPLETE sentences. | Student did not use ADJECTIVES and did not describe their career. There were no COMPLETE sentences. |
| **Presentation** | Student came dressed as they would in their career. Student seemed confident and happy while speaking. | Student did not remember all of their career clothes. Student did not want to present to the class. | Student did not come to class dressed for their dream job. Student did not present their autobiography. |

**Additional Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6B**

Student Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| **Project** | **5 Points** | **3 Points** | **1 Point** |
| **Autobiography** | I used ADJECTIVES to describe my dream career. I wrote in COMPLETE sentences. | I used some ADJECTIVES when describing my career. I did not use many COMPLETE sentences in my writing. | I did not use ADJECTIVES and did not describe my career. I did not use COMPLETE sentences. |
| **Presentation** | I came dressed as I would in my career. I was confident and happy while speaking. | I did not remember all of my career clothes. I did not want to present to the class. | I did not come to class dressed for my dream job. I did not present my autobiography. |

**Did your evaluation match the teachers? What was the same? What was different?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**