

Southmoor Elementary School 4th/5th Grade ILT Performance Assessment

Research Task - National Parks

Your class has won an all expense paid field trip to a National Park. You have narrowed the choices down to three parks:

- The Grand Canyon National Park
- Yellowstone National Park
- Yosemite National Park

Your task is to persuade your class to vote for the park your team thinks would be the most interesting park to visit. You should give details of the sights, wildlife, and activities available at the park. You may include pictures and other information from your research. You will use PowerPoint to make your presentation and try to **convince** your class that they should go to the park you propose.

Your PowerPoint presentation must include at least **one chart** showing data you have collected on the weather, the number of visitors, **or** the miles of hiking trails. You must include an explanation of what the data means and why you have included it.

(Created by Maureen Porter, Denver Public Schools, 2005. Revised from Bellingham School District 5th Grade Technology Performance Assessment)

SOUTHMOOR 4TH/5TH GRADE ILT PERFORMANCE ASSESSMENT

(Revised from Bellingham School District 5th Grade Technology Performance Assessment)

DATE _____

Observation of Teamwork Skills

TEAM _____

Assessing Student Teamwork Skills on Fourth/Fifth-Grade Performance Task

Directions: Observe each group three times for five minutes per observation. Rate the team in each of the following teamwork skill areas.

5 = strong skills in this area

4

3 = some evidence of this teamwork skill

2

1 = little or no evidence of this teamwork skill

Obs. 1 Obs. 2 Obs. 3

15	5	10	3.3	5	1.6
			3		7
14	4.6	9	3	4	1.3
	7				3
13	4.3	8	2.6	3	1
	3		7		
12	4	7	2.3		
			3		
11	3.6	6	2		
	7				

_____ **Listening:**

You observe the students...

- Actively listening to each other.
- Piggybacking on each other's ideas.

AVG. _____

_____ **Questioning:** You observe the students...

- Questioning each other
- Interacting, discussing, and posing questions to all members of the team.

AVG. _____

_____ **Persuading:** You observe students...

- Using persuasion.
- Exchanging, defending and rethinking ideas.

AVG. _____

_____ **Respecting:** You observe the students...

- Showing respect for the opinions of others.
- Encouraging and supporting the ideas and efforts of others.

AVG. _____

_____ _____ _____ **Helping:** You observe the students helping each other.

AVG. _____

_____ _____ _____ **Participating:** You observe each student...

- Participating
- Contributing to the project.

AVG. _____

Notes:
Obs. 1

Obs. 2

Obs.3

Observation Skills Avg. _____

DATE _____

Analysis Rubric

TEAM _____

Assessing Student *Analysis* Skills on Fourth/Fifth-Grade ILT Performance Task

Directions: Each evaluator should observe each group 3 times. Each time put a check in the box that best describes the group's performance.

15	5	10	3.33	5	1.67
14	4.67	9	3	4	1.33
13	4.33	8	2.67	3	1
12	4	7	2.33		
11	3.67	6	2		

- 5 - EXPERIENCED – highly capable
- 4 - CAPABLE – capable
- 3 - DEVELOPING – shows ability
- 2 - BEGINNING – some ability
- 1 - EMERGENT – little ability

Observation #. . .

- | | | | |
|--------------------------|--------------------------|--------------------------|-----|
| #1 | #2 | #3 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (5) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (4) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (3) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (2) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (1) |

When *GATHERING INFORMATION* the team:

- Selects information with clear criteria in mind.
- Gathers and selects information purposefully.
- Shows ability to gather and select information.
- Is generally on track gathering information.
- Wanders off track and wastes time.

AVERAGE _____

- | | | | |
|--------------------------|--------------------------|--------------------------|-----|
| #1 | #2 | #3 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (5) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (4) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (3) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (2) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (1) |

When *ORGANIZING INFORMATION* the team:

- Consistently organizes information logically and thoughtfully.
- Organizes information in a logical manner.
- Is able to organize information.
- Shows some skill approaching the problem logically.
- Shows little skill approaching the problem in a logical manner.

AVERAGE _____

- | | | | |
|--------------------------|--------------------------|--------------------------|-----|
| #1 | #2 | #3 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (5) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (4) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (3) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (2) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (1) |

When *USING INFORMATION* the team:

- Shows high level of skill in drawing conclusions from information.
- Draws conclusions from information.
- Seems unclear about how to use information to reach a conclusion.
- Demonstrates some purpose for data gathering.
- Demonstrates little purpose for data gathering.

AVERAGE _____

#1 #2 #3

(5)

When *THINKING ABOUT INFORMATION* the team:

Clearly demonstrates divergent thinking and works toward insight level.

(4)

Uses some divergent thinking in their approach.

(3)

Shows little divergent thinking.

(2)

Shows virtually no divergent thinking.

(1)

Exhibits no creative or divergent thinking.

AVERAGE_____

NOTES:

Obs. #1

Obs. #2

Obs. #3

Analysis Average_____

(Revised from Bellingham School District 5th Grade Technology Performance Assessment)

SOUTHMOOR 4TH/ 5th Grade ILT Performance Assessment

(Revised from Bellingham School District 5th Grade Technology Performance Assessment)

DATE _____ **Persuasion Rubric** TEAM _____

Assessing Student *Persuasion* Skills on Fourth/Fifth-Grade Performance Task

*Directions: Use this rubric for observation of final presentation only.
Rate this team on the scale provided (from 5 to 1) in each area using the descriptors given.*

**5 = experienced 4 = capable 3 = developing
2 = beginning 1 = emergent**

_____ **Organization**

5 - organizes and presents its findings, conclusions, and recommendations convincingly.

4 - presents its findings, conclusions and recommendations in an organized manner.

3 - presents findings, conclusions, and recommendations with some degree of organization.

2 - is able to place information, findings, and graphics into the presentation template but lacks organization.

1 - is disorganized in its approach to making the presentation.

_____ **Persuasiveness**

5 - makes a dramatic and compelling argument.

4 - makes a credible effort to persuade the audience.

3 - shows some evidence of persuasion.

2 - shows little evidence of persuasion.

1 - is not at all persuasive in presentation.

_____ **Teamwork**

5 - works as a cohesive unit to make the presentation.

4 - works as a group to make the presentation.

3 - works together to make the presentation.

2 - shows a limited ability to work together to make the presentation.

1 - is unable to work together to make the presentation.

Audience involvement

- 5 - dramatically appeals to and engages their audience.
- 4 - actively engages the audience in the presentation.
- 3 - has little interaction with the audience.
- 2 - has no interaction with the audience.
- 1 - seems fearful or nervous, avoiding interaction with audience.

Effective use of technology

- 5 - uses technology as a highly effective tool.
- 4 - uses technology to enhance the message.
- 3 - uses technology to some extent to demonstrate the group's position.
- 2 - does not use technology in a persuasive manner.
- 1 - shows lack of basic technology skills.

Observer Notes:

Persuasion Average _____

25	5	20	4	15	3	10	2
24	4.8	19	3.8	14	2.8	9	1.8
23	4.6	18	3.6	13	2.6	8	1.6
22	4.4	17	3.4	12	2.4	7	1.4
21	4.2	16	3.2	11	2.2	6	1.2

2. Summary Comments: How well are students using ILT skills?

SKILL	TEAM1 STRENGTHS/ NEEDS	TEAM 2 STRENGTHS/ NEEDS	TEAM 3 STRENGTHS/ NEEDS	TEAM 4 STRENGTHS/ NEEDS	TEAM 5 STRENGTHS/ NEEDS
TEAMWORK					
ANALYSIS					

PERSUASION					
USE OF TECHNOLOGY					

ANY ADDITIONAL THOUGHTS: