**ECE 215 Elementary Education: Curriculum, Instruction and Assessment**

**STAGE 2**

**Assessment Evidence**

**Performance Tasks:**

**“Create your own Ocean!”**

“GRASPS” ------Rubric attached.

Goals: You will further understand and be able to provide quality answers to essential questions. Additionally, you will also be able to effectively create your own ocean with adaptations and habitats and also explaining it.

Role: You will get to be an “oceanographer”. This is someone who studies the ocean. You will get to completely design your own ocean and then get to present it to your fellow “oceanographers” and critiques. You will want to make your ocean as desired as possible to others.

Audience: Your audience will be the rest of your classmates whom are assuming the role of “oceanographers”. Additionally, there will also be others in attendance whom are advocates for the ocean, being your toughest critiques. You will be trying to persuade the whole room that your design of the ocean with adaptations and habitats is best. You will be pretending that you can change the ocean in any way you’d like.

Situation: You are at a conference where many Ocean Advocates are in attendance, again being some of your toughest individuals to impress. The rest of the “oceanographers” will be in attendance as well. You will get five minutes to present your opinions. At the end of your presentation, you will get to be asked two questions about your ocean.

Product performance and purpose: Your ultimate end product will be split into two parts: accuracy of habitat and adaptations made for your animals in your ocean, and also, your overall presentation of your ocean. There will be a rubric handed out for this assignment. Prior to beginning this assignment, Ms. Annika will model both how to start constructing your ocean and complete it, and also the presentation. You will be able to ask any questions at any point and be able to use Ms. Annika’s as a guide.

Standards and Criteria for Success: You will be completing this unit and ultimate end assignment, while adhering to the things second graders must be able to do. We will often talk about goals for each lesson, and how we will get there. Based on your end presentations, Ms. Annika will be able to assess if you understood what was taught and delivered a second grade level, wonderful performance.

**Other Evidence:**

Informal observations: will be collected and done on a daily (or lesson by lesson basis), to ensure that the students are learning what they should be learning each day of instructional time. This is extremely important, as it dictates the pace and when new materials are introduced, but it also plays a huge key essential role in how well students will be able to complete their performance task.

Centers: different centers will be used after days of instruction. Days 1, 2, 4, and 7 will be days of pure instruction where new topics are introduced and old ones are further mastered. These days are flexible to change if students need further instruction on topic compared to another. With the current, proposed schedule, students would be at centers on days 3, 5, 8, and 9. Day 10 would conclude the unit with their presentations of their ocean habitats/adaptations. All of the centers will also include and help prep students for their presentations.

Games: different games will be used throughout the unit to show what they know! These games will be “quick answer” style, meaning they will require students to come up with an answer as quickly as possible, while being accurate in their answer. Games also have the potential to be used during centers, but will more than likely be used a large group style, where the class is split in half, and the teacher is fully running the game to keep students on task.

Poem: students will be getting to construct their very own poem. They will be instructed to write their poem about either aquatic animal’s adaptations, or habitats. This will cross over with our current unit in poetry. Additionally, students will be able to use their creative side, by drawing a picture to go with it, and we will display these in the classroom.

Vocabulary quiz: to ensure students are understanding concepts, vocabulary quizzes will be used. These will be used multiple times ad indicated on the calendar. Only the last quiz will actually count for a grade. This is to tell the teacher if more instructional time and examples are necessary or not.

Video of Tilikum the Orca: this video will be used to tackle why habitats are so important. Students will get to watch a short video of Orca’s at Sea World in Florida. They will be asked to explain why this isn’t the best environment for the Orca’s in full, complete, sentences. This will specifically show if students are understanding why habitats are so important to sea animals.

Books: a variety of books about sea animals will be used through out lessons. There are three books: Rainbow Fish, Ocean Animal Adaptations, and Wish for a Fish. Wish for a Fish will be used on the first day as the hook! The other 2 books will be used on days 3 and 4. They will get to read the story silently first, then to a partner. After completion of reading the story, they will complete a Frayer Model.

Play: utilizing through RAFT.

Whale Math Word Problems: will be used on day 1 as a fun, interest activity. This will cover their math for the day, as we will be spending a great deal of time introducing the unit on the first day, and talking about expectations. Students will get to work on this while Ms. Annika is with a group of students going over rubrics, and assignments.