**STAGE 2**

**Assessment Evidence**

**Performance Tasks:**

**“Creating my own laws”**

“GRASPS”--- Rubric Attached

Goals: You will further understand be able to provide quality answers to the essential questions. Additionally, you will also be able to effectively create your own set of laws for a given scenario. You will have to pick what role these laws will have (whether it is school, sports, get creative here!!) and make sure that they are appropriate.

Role: You will get to assume the role of the “lawmaker”. This means that you are part of the executive branch of government. You will get full control over what set of laws you make for a given scenario that you have previously picked. Your job is to sell it to the other lawmakers and members of the legislative and judicial branches of government. You will want to make these laws as clear as possible to ensure others fully understand.

Audience: Your audience will be the rest of your classmates who are assuming the role as other lawmakers. You will assign 2 classmates to be part of the judicial branch, and 2 classmates to be apart of the legislative branch. Everyone will else will be apart of the executive branch as fellow lawmakers. Your main goal, again, is to convince all of these people why your laws should be put into place. There will be a “make believe” aspect to this, so get creative and utilize your fellow lawmakers to support you when you make strong, valid points about laws.

Situation: You are at the courthouse where all of your fellow lawmakers, and other noteworthy officials are in attendance. They have all come to gather for a day of hearing about new potential laws that could be put in place. You will have 5 minutes to present your laws you have constructed for your scenario. Afterwards, 2 questions from the audience will be answered.

Product performance and purpose: Your ultimate end product will be split into two parts: appropriateness and creativity of laws, and presentation of laws to the audience. There will be a rubric handed out for this assignment and this should guide your work. We will go over the rubric as a class to ensure everyone has an understanding of what is expected. Prior to beginning this assignment, Miss. Schul will model a sample of laws that she has created. You will be able to ask any questions at any point and be able to use Miss. Schul’s as a guide.

Standards and Criteria for Success: You will be completing this unit and ultimate end assignment, while adhering to the standards third 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, Miss. Schul will be able to assess if you understood what was taught and if your performance was delivered at a third grade level. We will continually go over what this entails.

**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.

Play: utilizing through RAFT. Students will work with a partner to create their own 20-line play. This brings reading/writing and arts/humanities into the unit. Students will receive the instructions for the play and their partner on the first day of the unit. The teacher will be grading them on a rubric that focuses more so on the written lines and creativity/accuracy.

Books: “The Bill of Rights”, “What Are the Branches of Government?”, and “Everyone Counts: A Citizens’ Numbers Book” will be utilized for the unit. These books will reinforce concepts being taught and be presented to students in a picture book format that is engaging. Different graphic organizers such as a frayer model will be utilized along with the books.

Videos: School House Rock videos will be used multiple times throughout the unit. These videos are engaging and fun for students. Additional YouTube videos about the White House will be utilized as well to reinforce the material.

Vocabulary Quiz: A vocabulary quiz will be given multiple times throughout the unit. Only at the end of the unit on day 9 will it count for a grade. The other 3 quizzes will be used to give the students an idea of where they are at and also the teacher to progress monitor. The teacher will give written feedback on each quiz to the student as well.

Games: Different sort matching games will be played throughout the unit. These will be designed to get students practicing and thinking about content in a fun game fashion.

End of Unit Assessment: Since 3rd graders must take the PSSA’s it is very important that they have strong test taking skills. Therefore, an end of unit test will be given to the class. It will count for a grade and they will need to take it independently. It will consist of true/false, multiple choice and matching.