**STAGE 2**

**Assessment Evidence**

**Performance Tasks:**

**“GRASPS” “Post Card”**

**Goals:** You will further understand and be able to provide quality answers to the essential questions. Additionally, you will also be able to effectively create a post card talking about William Penn and historically correct information from the time period.

**Role:** You will assume the role of William Penn’s assistant. You have seen everything happening first hand and you will write a postcard to your family back home informing them on what has happened providing facts and details.

**Audience:** Your audience will be your classmates that are assuming the role of your family back home. You will read your postcard to them as if they are receiving it in the mail and reading it themselves. You will have to use clear language, and be specific so your family can understand what is happening.

**Situation:** You will be presenting the postcard orally. You will be pretending that your family is reading it to themselves. Your family will have a hard copy in their hands as if they are reading it while you are orally reading it.

**Product Performance and Assessment:** Your ultimate end product will be split into two parts: appropriateness and creativity of post card, and presentation of the post card 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, the teacher will model a sample of post card that she has created. You will be able to ask any questions at any point and be able to use the teacher’s as a guide.

**Standards and Criteria for Success:** You will be completing this unit and ultimate end assignment, while adhering to the standards fourth 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, the teacher will be able to assess if you understood what was taught and if your performance was delivered at a fourth 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.

**William Penn WorkBook:** Hands on activity to assess how students are progressing with the learning.