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Technology and Assessment

ISTL 9458

Performance Assessment

**1. Context**

Grade Level: 6th Grade

Subjects: Writing and Social Studies

Standards:

Missouri Standards:

6W3A Compose a variety of texts

6SS7D Use technological tools for research and presentation

Common Core State Standards:

W.6.7-Conduct short research projects to answer a questions, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8-Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusion of others while avoiding plagiarism and providing basic bibliographical information for sources.

**2. Essential Question**

How and why did the ancient Greeks create stories to explain what happened around them?

**3. GRASPS**

Goals

Your task is to create a PowerPoint on a Greek God or Goddess. The goal is to use your research skills to compile information about you r God or Goddess.

Role

Your job is to research a specific God or Goddess in a group. You will answer the questions in your packet, and then use the questions to create a 7 slide Power Point to show what you have learned about your God or Goddess.

Audience

Your audience is other sixth grade students and the upcoming fifth graders.

Situation

You are going to be working in small groups of three or four to research a Greek God or Goddess. Your group will select from a list of Gods/Goddesses one to research. You will follow the research process (plan, research, notes, rough draft, and final draft) to answer the questions in your packet. Then you will create a Power Point slideshow to display what you have researched.

Product, Performance, and Purpose

You will create a Power Point that demonstrates what you have gained from the research process, using both books and internet sources. Your performance and ability to follow the research process with dictate how well you compile the required information for the Power Point.

Standards and Criteria for Success

Your Power Point will be judged by how well you answer the following prompts:

* Gods/Goddesses powers and weaknesses
* Gods/Goddesses sacred objects or animals
* Summarize a myth
* Explain the importance of the myth to understanding the Greeks

**4. Description of Performance Task**

We have been learning about the Greeks. Today we are going to turn our focus to their polytheistic religion. You will be put in groups of three or four to select a God or Goddess and research them. You will find out a bit about their family tree, their strengths and weaknesses, a myth about your God or Goddess, and how they fit into the Greek Culture. You will need to use both book and internet sources.

**5. Performance Assessment Plan**

Before Lessons:

Before you begin teaching the lesson, you may want to do a bit of background research. Go to the library and get books for students to use as sources. You may also want to gather a few reliable websites in case the students get stuck during the research process. The students will need access to books and the internet for this project.

Day 1: Introduction to Project - 50 minute writing class period

We have been studying the ancient Greek civilization. In our study we have discussed the geography of where they lived, the beginnings of democracy, and some of the philosophers. We are now going to look at their religious beliefs and how they created stories to explain scientific phenomenon. Go over the expectations and questions packet as a class and answer any questions they may have. See Appendix A. Divide students into groups of three or four (depending on class size.) Then give them the rest of the time period with their groups to discuss their choices of Gods/Goddesses, choose a God or Goddess, and begin researching.

Day 2,3,4: Research- 3 50 minute writing class periods

The students will use these class periods to answer questions on their sheet. See Appendix A. The students may divide up the work if they choose. Students will need to have access to books about their specific God/Goddess as well as access to the internet so they may research online. Some groups may get finished researching before others. They may continue on to the next step. While students are conducting their research, teacher should walk around and observe their research process and fill out a Research Checklist for each group.

Day 5, 6, and 7: Creating a Power Point- 3 50 minute writing class periods

Students that are finished researching will need to log in to one student’s documents so they may save their Power Point. Students will need to follow the slide requirements on Appendix A, such as a title slide, myth slide, and bibliography slide. Students need to type up all their information on the blank slides before they start formatting the font sizes, font styles, and backgrounds.

Day 8: Presenting- 1 50 minute writing class period

When students are finished creating their Power Point, they will share it with the class. If students are not finished with their Power Points, they may continue after other groups are finished presenting.

End Note- If there are problems with technology or groups need more time allow for more work days or change from Power Point to something like a poster.

**6. Scoring Guide**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 3 | 2 | 1 | 0 | Comments |
| Title Slide |  | Has Name of God/Goddess and Names of Group Members | Has Name of God/Goddess or Group Members Names | Does not have this slide |  |
| Powers and Weaknesses | Has several powers and weaknesses listed for their God/Goddess | Has only one or two powers and weaknesses listed for their God/Goddess | Missing powers or weaknesses | Has no powers listed |  |
| Physical Features |  | Describes their God/Goddess in great detail | Gives a few details about the god God/Goddess | Has no details about their God/Goddess |  |
| Special Objects or Animals |  | Details the objects or animals | Somewhat gives objects or animals | Is not included |  |
| Detailed Myth | Summarizes a myth with great detail | Summarizes a myth, but could have some more detail | Does not summarize myth, seems to be directly copied | Does not include a myth |  |
| Significance of Myth |  | Gives a good explanation of significance of myth | Misses on some key facts about the significance of myth | Does not give significance of myth |  |
| Opinion of why Myth was created |  | Gives a good reason for why the myth was created | Reasoning for myth needs more details | Does not include reasoning for myth’s creation |  |
| Interesting Facts |  | Includes many interesting facts | Includes a few interesting facts | Does not include interesting facts |  |
| Picture |  | Has a picture of their God/Goddess |  | Has no picture of their God/Goddess |  |
| 3 Sources | Has all three sources | Has two sources | Has one source | Has no sources |  |
| Citations correctly written | All sources are written correctly | Some sources written correctly | Very few sources are written correctly | Has no sources |  |
| Grammar | Has 0-2 grammar mistakes | Has 3-6 grammar mistakes. | Has 7-12 grammar mistakes | Has more than 12 grammar mistakes |  |
| Spelling | Has 0-2 spelling mistakes | Has 3-6 spelling mistakes. | Has 7-12 spelling mistakes | Has more than 12 spelling mistakes |  |
| Capitalization and Punctuation | Has 0-2 punctuation mistakes | Has 3-6 punctuation mistakes. | Has 7-12 punctuation mistakes | Has more than 12 punctuation mistakes |  |
| Total - /35 | | | | | |

**Research Checklist**

Group worked together (2 pts.) Yes No

Group used a variety of search keywords (2 pts.) Yes No

Group changed search tactics when needed (2 pts.) Yes No

Group used multiple sources including book and internet (2 pts.) Yes No

**7. Narrative**

A. Description of Technology

The students will use the internet to research a God or Goddess. The internet will help them compile the information that they need. They will use search engines to begin their research, and change the parameters of their search when needed. They will use a packet to record their information from their searches. When they are done compiling information from both internet and book resources, they will create a Power Point presentation to display their findings.

B. Thought Process

The research portion of this project helps the students prepare for their next stages of school as well as for when they are out of school. Being able to conduct short research trials will help my sixth graders when they become adults. They will be able to find anything they need to find by using the steps they learn and practice at school.

Having the students create a Power Point was really a tough decision. I had originally thought of having the students writing a research paper, but we had just finished doing a large research paper. I also thought about having the students create a poster, but I didn’t really like the idea as much as having them work with technology that they will be using for many years to come. The poster idea is still my back up plan in case our computer cart and network goes down, like it has this whole week. (Faucet 3 Application)

Students can use the above skills with any research project out there for looking at scientists to looking at the reasoning behind the Pythagorean Theorem. The reason for choosing the Greek Gods and Goddess was to help our students understand the thinking of the Greeks. The goal is to have them get to know a God or Goddess and then see if they can see why they would create such a story (Faucet 5 Empathy).

C. Self-assessment

I am in the middle of implementing this project in my classroom. We have had some very large technical difficulties, an entire server went down in our building, and that has made research and creating the Power Point very challenging. This whole year I have learned the importance of having a backup plan when it comes to projects that deal with technology, and this one is no different. I tend to struggle with creating projects that the students will find fun and keep them educational. I always tie my writing projects to one of the Six Traits of Writing and one other specific skill, like using dialogue correctly, using appositives, and writing alliterations. The creation of this project was a tough decision for me. Could I truly tie this fun project into something more than another research project? I know the way I approach it in my description and even in my classroom did not make it seem all that fun. But when I told my students about this project, they all got very excited. This is a project that they have been wanting since they found out we would study Ancient Greece at the beginning of the year.

I think Wiggins would approve on some aspects of this project, but request others be added. I realize now that the real use of reflection on the project is not included. One slide deals with the understanding the Greeks rationalizations of creating such myths, but the students do not really reflect on their own learning. This could be added at the end of the project after they present their Power Point very easily. I also think that this project helps with the “uncovering” of our Social Studies units. So often in my classroom we are just marching through the textbook, getting from one section to the next with worksheets and tests as our assessments. I think by adding more of these kinds of writing units, we will create a more meaningful experience for the students. **Appendix A**

**Gods and Goddess Research Power Point**

**The following is to be the format of your Greek God or Goddess Power Point:**

**Slide 1:** Title slide- This slide should have the name of your God or Goddess and all of the names of the group members.

**Slide 2:** Introduce your God/Goddess. Identify the parents of the God/Goddess. Give an introduction of their physical looks, powers, and weaknesses.

**Slide 3:** Describe in detail the weaknesses and powers of your God/Goddess. What types of animals or objects are special or sacred to you God/Goddess?

**Slide 4 and 5:** Describe in detail the story/myth of your God/Goddess. Why is the story significant to understanding the ancient Greeks? Why do you feel this myth was created and what do you see as its purpose?

**Slide 6:** Briefly “sum up” your God/Goddess’s powers and weaknesses. What is the most interesting fact about your God/Goddess?

**Slide 7:** Bibliography slide- You must have this slide telling what sources you have used to obtain your information. I will give you a bibliography worksheet.

**Sources for your Power Point:** You must have at least **three** sources. You should have one book source, one internet source, and one of your choice. You will be allowed to use the encyclopedia on this project and it may count as your book source. The Percy Jackson Series is **NOT** a source.

**Picture:** You must have a picture of your God/Goddess somewhere in your Power Point Presentation. You can use a picture from the internet or from a book source.

**List of Gods to choose from:**

Aphrodite Demeter Hera

Apollo Dionysus Hermes

Ares Hades Hestia

Artemis Helios Poseidon

Athena Hephaestus Zeus

Name of God or Goddess: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How was your God/Goddess created or born? Who were their parents?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What are the powers of your God or Goddess?

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3. What are the weaknesses of your God or Goddess?

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4. If this God or Goddess was a real person, how would you describe him/her?

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5. What are some animals or items that are sacred or special to your God/Goddess?

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6. Find a myth/story about your God or Goddess. Summarize the story.

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7. Does your God/Goddess bring good or evil to the people of ancient Greece?

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8. Why do you think this myth/story was created?

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9. Describe some interesting facts about your Greek God/Goddess.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_