

## Assessment Plan Tanika Thompson

### Components to Include

- Performance Task Title
  - Character Trait Puzzles
- Grade
  - 3rd
- Designer-Tanika Thompson
- Performance Task Annotation
  - Students will use the website PuzzleMaker to design a word search puzzle about character traits of characters in books they are reading.
- Subject(s)-Reading
- Approximate Duration of Performance Task-a 45 minutes class period
- Focus Standards
  - ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- National Standards (MUST include ISTE NETS Standards – e.g., NETS-S, NETS-T, NETS-A); include other national standards as deemed relevant)

#### **National Standards (NETS):**

##### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

b. create original works as a means of personal or group expression.

##### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

##### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

- Description and Teacher Directions
  - 1. Before beginning this lesson, the students need to be reading books either independently or in guided reading. They will need to be able to talk about different kinds of characters in books.
  - 2. Begin the lesson by asking the students this question and writing it on the board: “What are character traits?” Character traits are the ways that characters are described in books. Character traits describe both what characters do and who they are. More information can be found about character traits at this site:[http://www.readwritethink.org/files/resources/lesson\\_images/lesson175/RWT186-1.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-1.pdf).
  - 3. Have students make a chart of two or three characters from the books they are reading using the template provided entitled Character Traits Chart in Microsoft Word. The teacher should first save the file of the chart into a folder on the computer. Then the teacher can have the students open the file and complete the chart on the computer if time permits. When the students save their work, they should choose

Save As, and it is suggested that they save their completed charts in the folder with their names and the word character (for example: jane.character.doc). As an option, the teacher may want to have the students design their own chart or graphic organizer in Kidspiration or another graphic organization program. In this chart, the students are asked to list three verbs that tell what the characters do in their books and to list at least six adjectives that describe those characters.

- 4. Have the students work independently to generate a word search puzzle using the website Puzzlemaker at <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>. They should choose one of their characters and enter all of the verbs and adjectives from their charts that describe that character at the Puzzlemaker website.
  - 5. After the students have entered their character traits and generated their puzzles, have them print the puzzles, write their names on them, and share them with other students. If some of the students are reading the same novels in guided reading groups, this is a good way for them to review character traits together. The other students should solve the word search puzzles. Students can also solve their own puzzles to review characters from their books.
- Rubric Title-Character Traits Rubric
  - Rubric Description
    - The rubric indicates the elements that must be included in the character traits chart and word search to successfully complete this assignment.
  - Rubric or Other Performance Evaluation Tool (INSERT THE ACTUAL RUBRIC) (See Below)
  - Materials and Equipment
    - Computers (one per student or group)
    - Printer (optional)
    - Kidspiration (optional)
    - Promethean Board (optional)
    - Hover Cam (optional)
  - What 21st Century Technology was used in this performance task?
    - Link to PuzzleMaker - Word Search Puzzle  
<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>
    - Link to Character Traits  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson175/RWT186-1.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-1.pdf)
    - Graphic Organizing Software
    - Web Site(s)
  - Differentiated Instruction (Readiness, Learning Profile, and Student Interests)
  - Web Resources (if used in the instruction and/or assessment)
    - <http://rubistar.4teachers.org/http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>
  - Setting -- Describe the setting for the instruction and assessment (e.g., geographic location, physical features of classroom/media center/activity center).
    - The classroom is set up with desks in groups of four. The initial work will be done at the student's desk, and then students will be able to use classroom desktop and laptop computers if time permits to work on their graphic organizers. Their word search will be completed in 1 of the school's computer labs.

- Learners -- Describe the characteristics of the students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.
  - 3<sup>rd</sup> grade, 26 students, 13 female & 13 males, ages 8-10, 6 African American, 2 Hispanic, 18 Caucasian, 5 gifted students, 1 special education, 1 speech, 2 Spanish Speaking, and 9 students in the Early Intervention Program

## Character Traits Rubric

CATEGORY	4	3	2	1
<b>Puzzle Organization</b>	The puzzle has a logical arrangement, and there are no errors in spelling, grammar, or punctuation.	Most of the puzzle is logically arranged, and there are few errors in spelling, grammar, or punctuation.		The Puzzle is not logically arranged, and there are many errors in spelling, grammar, or punctuation.
<b>Character Actions</b>	Included at least 4 verbs that tell what the character does	Included 3 verbs that tell what the character does.	Included 2 verbs that tell what the character does.	Included 1 or no verbs that tell what the character does.
<b>Character Actions</b>	Included at least 4 verbs that tell what the character does	Included 3 verbs that tell what the character does.	Included 2 verbs that tell what the character does.	Included 1 or no verbs that tell what the character does.
<b>Text</b>	The text is easy to read with an appropriate font.	Most of the text is easy to read with a suitable font.	The text is difficult to read, and the font isn't suitable for this assignment.	
<b>Puzzle Organization</b>	The puzzle has a logical arrangement, and there are no errors in spelling, grammar, or punctuation.	Most of the puzzle is logically arranged, and there are few errors in spelling, grammar, or punctuation.		The Puzzle is not logically arranged, and there are many errors in spelling, grammar, or punctuation.
<b>Chart Organization</b>	The chart has a logical arrangement, and there are no errors in spelling, grammar, or punctuation.	Most of the chart is logically arranged, and there are few errors in spelling, grammar, or punctuation.		The chart is not logically arranged, and there are many errors in spelling, grammar, or punctuation.