

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

Sadako

Grade Level: 3rd Grade

Florida Sunshine State Standards Addressed:

Primary Standards:

LA.A.1.1.1: The student predicts what the passage is about based on title or picture.

LA.A.1.2.2: The student constructs meaning from text.

LA.A.2.1.3: The student reads for information to use in performing a task.

LA.B.1.1.2: The student drafts and revises written work.

LA.C.1.1.1: The student listens for a variety of informational purposes.

Secondary Standards: (If Applicable)

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Subject: Reading (Language Arts)

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Information for the Teacher

Task Description: This assessment requires students to appreciate symbolism, and to write and recite a haiku.

Task 1 – The student will draw a “wish for peace” and write about it.

Task 2 – After listening to the story, the student discusses the story and completes comprehension questions.

Task 3 - The students practice skills through paper crane folding and share.

Task 4 – Students express their response to the theme by writing a haiku.

Required Materials:

Drawing: coloring supplies

Literacy: Values Teacher Resource (Grade 3-5) Sadako.

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Assessment Scenario for Students

Is there a time when you or someone you know did something to work for peace in your community or world? You are about to explore the importance of world peace through the story of Sadako.

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Task 1:

Partner Brainstorming: Peace Wishes

Close your eyes and think of a wish that you have for world peace. It can be a wish for peace in the world, in your neighborhoods or family. Draw a picture about your wish and write about your wish on the bottom of your drawing. Next, students will share their drawing with a partner and brainstorm together.

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Scoring Guide – Task 1

4 Exemplary

- Criteria for proficiency category have been successfully completed.
- More advanced work is included.

3 Proficient

- The picture is completed showing the student's wish.
- The student has written about the wish.
- The student brainstorms ideas with a partner on a piece of paper.

2 Progressing

- Two or three of the criteria for a proficient score are met.
- More work is needed.

1 Not meeting the standard(s)

- Less than two of the criteria for a proficient score are met.
- The task should be repeated.

Task 2:

Discussion and Questions

Listen to the story. Use your imagination to form pictures of the story events. In what ways do you think the atom bomb changed Sadako's life? What do you think about the story? Share your thoughts orally. Next, express your understanding of the story by answering the reading questions.

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Task 2: Scoring Guide

4 Exemplary:

- Criteria for proficiency category have been successfully completed.
- More advanced work is included.

3 Proficient:

- Student correctly identifies how Sadako's life changes because of the atom bomb.
- Student relates story to personal experiences.
- The responses are completed independently.

2 Progressing:

- Two or three of the criteria for a proficient score are met.
- More work is needed.

1 Not meeting the standard(s):

- Less than two of the criteria for a proficient score are met.
- The task should be repeated.

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Task 3: Paper Cranes

The students will practice the skills and values used in the story in an individual activity (paper crane folding). They will share with the class what they found to be easy and difficult with the paper crane activity.

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Task 3: Scoring Guide

4 Exemplary:

- Criteria for proficiency category have been successfully met.
- More advanced work is included.

3 Proficient:

- The paper crane is properly folded.
- The student was able to effectively say what was easy or difficult.

2 Progressing:

- Two or three of the criteria for a proficient score are met.
- More work is needed.

1 Not meeting the standard(s):

- Less than two of the criteria for a proficient score are met.
- The task should be repeated.

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Task 4:

Poetry: Haiku for Peace

The students will write a haiku for peace. Encourage them to close their eyes and think about something beautiful or striking that they have seen in nature. Coach students to reexperience the senses of that moment in their imagination. Ask: what sounds do you hear? What colors do you see? What aromas do you smell? What flavors do you taste?

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Task 4: Scoring Guide

4 Exemplary:

- Criteria for proficiency category have been successfully completed.
- More advanced work is included.

3 Proficient:

- The student revises poem with a classmate.
- The student edits and proofreads.
- A final draft is completed.
- The poem is clear.

2 Progressing:

- Two or three of the criteria for a proficient score are met.
- More work is needed.

1 Not meeting the standard(s):

- Less than two of the criteria for proficiency score are met.
- The task should be repeated.