

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

Charlotte's Web

Grade Level: Kindergarten through 2nd

Florida Sunshine Standards Addressed:

MA.E.1.1.1 – The student displays solutions to problems by generating, collecting, organizing and analyzing data using simple graphs and charts.

LA.A.2.1.1 - The student determines the main idea or essential message from text and identifies supporting information.

LA.B.1.1.2 – The student drafts and revises simple sentences and passages; stories.

Subject: Language Arts

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Information for the Teacher

Task Description: This assessment requires students to analyze *Charlotte's Web*, both book and movie, in order to complete a variety of cognitive skills.

Task 1: After reading the story, the student will complete a story map.

Task 2: After watching the movie, the student will complete a flipbook.

Task 3: The student will write his/her own version of story, changing one element.

Task 4: The student will vote on the book or movie and tally results, fill in a bar graph, and write a sentence describing the results.

Task 5: The student will choose a character and complete an illustration of life cycle.

Task 6: The student will compare and contrast city life and country life.

Required Materials: Paper, crayons, books, videotape of *Charlotte's Web*, video player, television monitor.

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Assessment Introduction

A spider is writing words about a pig in her web! Everyone finds this news exciting and they want to learn more. Let's pretend you are a newspaper reporter! The breaking news is the story of Charlotte's Web. You have been asked to tell the story. In order to do your job, you are going to have to read the book, watch the movie, write your own version, conduct a People's Choice survey, study the life cycle of a character and finally, compare and contrast city life and country life. Remember, your readers depend on you for detailed information. After you have completed your tasks, create a newspaper article.

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Task 1: The Book

After you have read the story, complete a story map. Be sure to include title, author, characters, the setting, problem and the solution.

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Task 1 - Scoring Guide

Exemplary:

- ❑ Criteria for proficient category have been successfully completed.
- ❑ More advanced work has been completed.

Proficient:

- ❑ Story is read in full.
- ❑ Story map includes six story elements.
- ❑ Specific details are given for each element.

Progressing:

- ❑ Two or more criteria in the proficient category have been met.
- ❑ More work is needed.

Not Meeting the Standards:

- ❑ Fewer than two of the criteria in the proficient category have been met.
- ❑ The tasks should be repeated.

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Task 2: The Movie

Now you are going to watch a movie version of the book you have just read. After you have watched the movie, you will complete a flipbook. Each section each section will focus on a specific story element (title, author, characters, setting, problem and solution).

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Task 2 – Scoring Guide

Exemplary:

- ❑ Criteria for proficient category have been successfully completed.
- ❑ More advanced work has been completed.

Proficient:

- ❑ Illustrations should be based on specific story elements.
- ❑ Flipbook is complete, depicting all story elements.
- ❑ Specific details are given for each element.

Progressing:

- ❑ Two or more criteria in the proficient category have been met.
- ❑ More work is needed.

Not Meeting the Standards:

- ❑ Fewer than two of the criteria in the proficient category have been met.
- ❑ The tasks should be repeated.

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Task 3: Be Your Own Director

Now you will write your own version of the story. Using the story map and the flipbook, you will change one story element. Write your own version with only one story element changed.

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Task 3 – Scoring Guide

Exemplary:

- Criteria for proficient category have been successfully completed.
- More advanced work has been completed.

Proficient:

- Correct sentence structure should be used.
- One story element is changed to complete the existing story.
- Specific details are given for each story element.

Progressing:

- Two or more criteria in the proficient category have been met.
- More work is needed.

Not Meeting the Standards:

- Fewer than two of the criteria in the proficient category have been met.
- The tasks should be repeated.

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Task 4: Cast Your Vote

Having read the book and watched the movie, we will find out how the class votes. Decide on your favorite. First we will tally the results. Then, fill in a bar graph based on the tallies. Discuss the results. Write a sentence describing how many more students voted for one than the other.

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Task 4 – Scoring Guide

Exemplary:

- ❑ Criteria for proficient category have been successfully completed.
- ❑ More advanced work has been completed.

Proficient:

- ❑ Filled in bar graph accurately.
- ❑ Sentence describes graph accurately.

Progressing:

- ❑ One or more criteria in the proficient category is met.
- ❑ More work is needed.

Not Meeting the Standards:

- ❑ Little or no effort.
- ❑ The task should be repeated.

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Task 5: Cycle of Life

After finishing the story and watching the movie, you will choose one of the characters to complete an illustration of the life cycle map.

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Task 5- Scoring Guide

Exemplary:

- ❑ Criteria for proficient category have been successfully completed.
- ❑ More advanced work has been completed.

Proficient:

- ❑ Illustration depicts all stages of the life cycle included for one character.
- ❑ Arrows must be colored in, indicating the cycles described in the story.
- ❑ There are no errors in grammar or spelling.
- ❑ The work is shared with the class.

Progressing:

- ❑ Three of the criteria in the proficient category are met.
- ❑ More work is needed.

Not Meeting the Standards:

- ❑ Fewer than three of the criteria in the proficient category have been met.
- ❑ Task should be repeated.

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Task 6: City Mouse vs. Country Mouse

Compare and contrast city life and country life.

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Task 6 – Scoring Guide

Exemplary:

- ❑ Criteria for proficient category have been successfully completed.
- ❑ Comparisons and contrasts include additional information and analysis.
- ❑ Comparisons are made connecting the books previously read.

Proficient:

- ❑ Read the entire book.
- ❑ Identified three elements of city life.
- ❑ Identified three elements of country life.
- ❑ Descriptions cited are clearly written and detailed.

Progressing:

- ❑ Two of the criteria in the proficient category have been successfully completed.
- ❑ More work is needed.

Not Meeting the Standards:

- ❑ Incomplete or unclear responses.
- ❑ Rewriting the description is necessary.