

TELL ME MORE

Performance Standard 5C.A

Explain a visual representation that answers an investigated question and provides two additional facts accordingly:

- *Gathering information:* Obtain three or more related facts from the inquiry; include only facts appropriate to the topic.
- *Organizing ideas:* Include information that consistently demonstrates a clear understanding of the topic.
- *Providing explanations:* Provide explanation that consistently stays on topic and provides details that answer the question and describes the additional facts.
- *Using visual aids:* Use a visual aid to organize explanation; include details that show the answer to the question and display the additional facts.

Procedures

1. *In order to apply acquired information, concepts and ideas to communicate in a variety of formats (5C),* students should experience sufficient learning opportunities to develop the following:
 - Maintain focus-stay on topic.
 - Access and use books and stories to learn something new about a topic.
 - Gather, organize, and share information about a topic.
 - Explain information from a drawing, graphic aid, or developmental writing.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Select the subject from social studies or science content. Generate student interest in the subject (e.g., read aloud text, field trip, demonstration). Have students discuss and react to the subject. Assist each student in generating a question to investigate and record the question.
4. Make age-appropriate resources available for the students. The student will select an appropriate resource using the pictures and text of the resource to guide their selection.
5. Ask each student to create a drawing or object that responds to the question and write his/her answers and the additional facts.
6. Have each student tell the class the answer to the question while using the drawing/object to show the answer and the additional facts.
7. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- Two class periods

Resources

- Any resource materials that provide information about the topic of inquiry
- Writing/drawing materials
- Tell Me More Rubric

TELL ME MORE

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Gathering Information	Organizing Ideas	Explanation	Visual Aid
4	<ul style="list-style-type: none"> • Three or more related facts are obtained from the inquiry. • All facts are appropriate to the topic. 	<ul style="list-style-type: none"> • Information presented orally consistently demonstrates a clear understanding of the topic 	<ul style="list-style-type: none"> • Explanation consistently stays on topic. • Explanation and writing provide details that answer the question and describe the additional facts. 	<ul style="list-style-type: none"> • Consistently used visual aid to organize explanation. • Details show answer to the question and display the additional facts.
3	<ul style="list-style-type: none"> • Two related facts are obtained from the inquiry. • All facts are appropriate to the topic. 	<ul style="list-style-type: none"> • Information presented orally usually demonstrates a clear understanding of the topic. 	<ul style="list-style-type: none"> • Explanation usually stays on the topic. • Explanation and writing provide details that answer the question. 	<ul style="list-style-type: none"> • Usually uses visual aid to organize explanation. • Details clearly show answer to question.
2	<ul style="list-style-type: none"> • Two related facts are obtained from the inquiry. 	<ul style="list-style-type: none"> • Information presented orally occasionally demonstrates a clear understanding of the topic. 	<ul style="list-style-type: none"> • Explanation occasionally stays on topic. • Explanation and writing require listener to infer the details that answer to the question. 	<ul style="list-style-type: none"> • Occasionally uses visual aid to organize explanation. • Details require inference to answer the question.
1	<ul style="list-style-type: none"> • One or no facts are obtained from the inquiry. 	<ul style="list-style-type: none"> • Information presented orally seldom or never demonstrates a clear understanding of the topic. 	<ul style="list-style-type: none"> • Explanation seldom or never stays on topic, or details are insufficient to determine if focus is maintained. 	<ul style="list-style-type: none"> • Seldom or never uses visual aid to organize explanation. • Details do not relate to question.
Score				

How do fish swim?

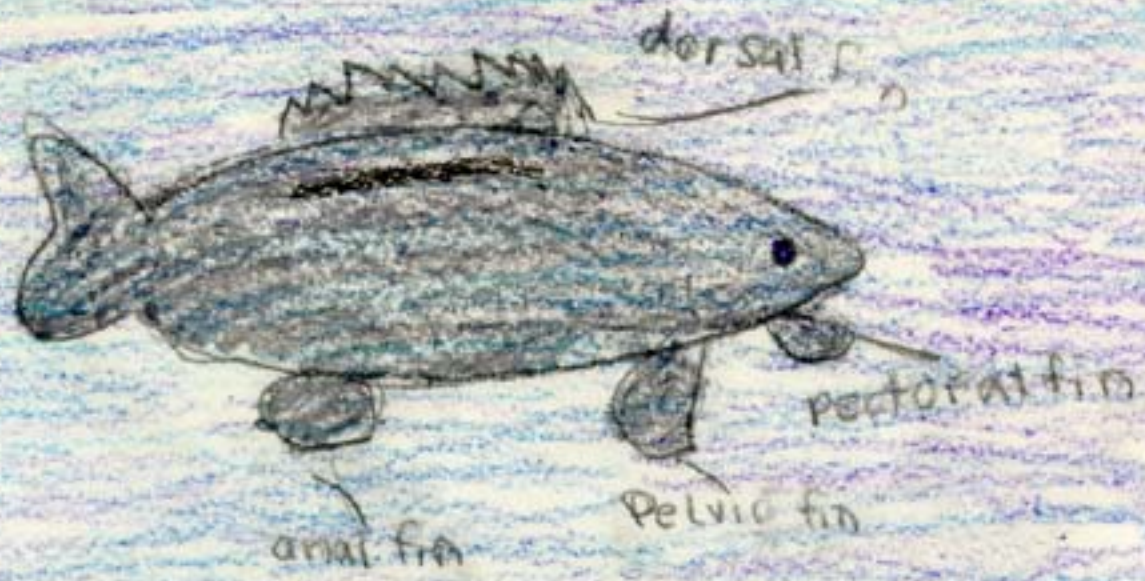
Fish swim by wiggling their body.

Most fish have an Air-filled balloon. It keeps it from sinking.

Fish need to see where their going.

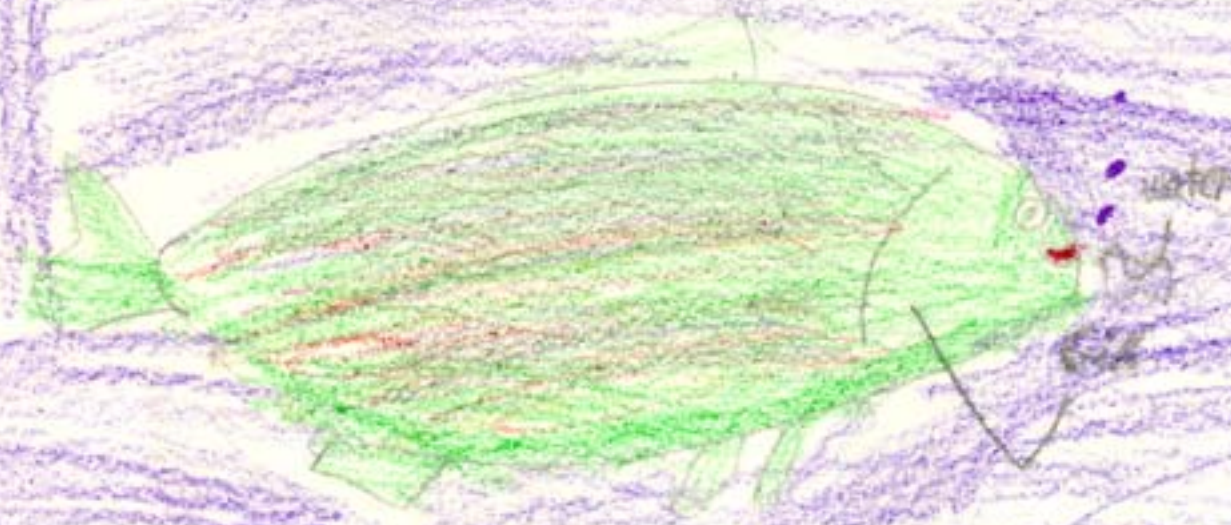
Most fish play with each other in the water.

fish swim



"Exceeds"

Why do they help on opening their mouths?
Using their gills. Very important. It sucks in the
water when its mouth is open. When its mouth is
closed the water is pushed between the gills and squirts
out past the gill covers.



SCAG