

PADI Performance Task Template B – Pre/Post

Cover Sheet

PADI Assessment for:	Grade 5 Social Studies/ELA
School District	Pelham Public Schools (NY)
Author(s) of this assessment and contact information	<p><i>Alex Ventura, 738-2680 aventura@pelhamschools.org</i> <i>Adele Reynolds, areynolds@pelhamschools.org, 738-7650</i> <i>Deirdre Stein dstein@pelhamschools.org 738-6690</i> <i>Jackie Soccodato jsoccodato@pelhamschools.org 738-3640</i></p> <p><i>Facilitator Susan Gilbert, sgilbert@pelhamschools.org, 738-7650</i></p>
Teacher(s) who will implement the assessment (if different from above)	<p><i>All fifth grade elementary teachers in Pelham</i></p> <p><i>(names, phone, email address)</i></p>
<p>Brief Description of the Assessment (what students will do)</p> <ul style="list-style-type: none"> • type of assessment: product, demonstration, process, combination • moments: diagnostic, formative, summative, pre/post • student involvement in self- and/or peer assessment 	<p><u>Type: Product and Performance</u></p> <p><u>Moment:</u></p> <p><u>Diagnostic Assessments:</u> <i>Students will participate in a “Blue Sky” activity http://learningtogive.org/resources/Blue%20Sky%20Activity%20genOn.pdf and fill in a graphic organizer T chart: What do I like/what is positive about our class/school/community and what should be changed/improved. Students will orally present their ideas to the group. Students will participate in a civics diagnostic pre and post</i></p> <p><u>Formative assessments:</u> <i>Students respond to reflection questions related to their “ordinary hero” research and how she/he made a difference</i> <i>Students will create a needs assessment and receive feedback</i> <i>Students will keep a journal with reflective prompts as well as individual journal writing</i></p> <p><u>Culminating task:</u> <i>Students will design and execute an action plan for community service in response to the essential question, “Can I make a difference?” Throughout the period of community service they will document through a journal and photos and then create a visual presentation of their work using a tool of their choice. Presentations will be shared with various audiences, i.e. BOE, administration, parents.</i></p>

	<p><i>Student involvement:</i> <i>Students will have choice in researching an “ordinary hero”.</i> <i>Students will have choice in creating a needs assessment that informs their community service project.</i> <i>Students will keep a journal during their community service</i> <i>Students will write a reflection at the end based on the “Blue Sky” activity and in response to the essential question, “Can I make a difference?”</i></p>
Brief Description of how results/evidence will be used by the teacher	<p><i>Teachers will use the data to acknowledge how students made a difference</i> <i>Teachers will use data to gauge effectiveness of teaching of principles of citizenship.</i> <i>Teachers will use data to inform teaching of speaking/presentation skills</i></p>

Section 1: Standards/Outcomes Assessed by the Task(s)

Notes:

- *If you are designing an ELA assessment, you will use the CCSS for Literacy. You may or may not have content standards.*
- *If you are designing a Math assessment, you will have the CCSS for Mathematics and Mathematical Practice Standards.*
- *If you are designing for SS, Science, Performing Arts, Health, PE, LOTE, you will have your content standards and the CCSS for Literacy.*
- *If you are an IB school/district, it is your decision as to whether the IB standards replace or supplement the content and/or CCSS.*
- *Include any relevant dispositional (i.e., perseverance, open-mindedness) and other significant outcomes and skills (i.e., perspective taking, self-management).*

List standards and indicators here, with codes and complete as many templates as needed if you have more than one pre- and post-

PRE

POST

<p>ELA STANDARDS:</p> <p>Presentation of Knowledge and Ideas: <u>SL.5.4</u> <u>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u></p> <p>SOCIAL STUDIES STANDARDS</p> <p>Civic Participation</p>	<p>ELA STANDARDS:</p> <p>Presentation of Knowledge and Ideas: <u>SL.5.4</u> <u>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u></p> <p><u>SL.5.5</u> <u>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</u></p>
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Identify rights and responsibilities of citizens within societies in the Western Hemisphere.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing:

W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

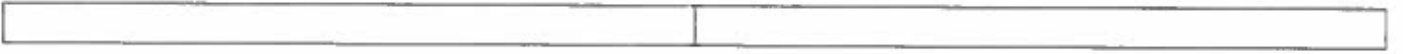
SOCIAL STUDIES STANDARDS

Civic Participation

Identify rights and responsibilities of citizens within societies in the Western Hemisphere.

Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere

Reflective thinking/metacognition



Section 2: Task(s) Description & Teacher Support
(with explicit standard alignment in parentheses)

Complete as many templates as needed if you have more than one pre- and post-

If teachers need to prepare students for the assessment with instructions or resources, list these below as chronological steps.

Read common books on theme of “ordinary heroes” who made a difference

Lead group discussions

Teach the writing units on informational writing and opinion writing

Teach Social Studies content – citizenship

PRE

<p>What will the students do or produce to demonstrate their understanding and abilities? What is the task?</p> <ul style="list-style-type: none"> • Describe what students will do, in step-by-step fashion. • Place standard codes in parentheses where appropriate. 	<p>What will the teacher(s) do to support student learning? How will feedback be embedded in the process?</p> <ul style="list-style-type: none"> • Describe what the teacher will do to support students during the assessment. • Describe differentiation strategies, feedback strategies and how assessment will inform instruction for all students.

If teachers need to prepare students for the assessment with instructions or resources, list these below as chronological steps.

POST

<p>What will the students do or produce to demonstrate their understanding and abilities? What is the task?</p> <ul style="list-style-type: none"> • Describe what students will do, in step-by-step fashion. 	<p>What will the teacher(s) do to support student learning? How will feedback be embedded in the process?</p> <ul style="list-style-type: none"> • Describe what the teacher will do to support students during the assessment.
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<ul style="list-style-type: none">Place standard codes in parentheses where appropriate.	<ul style="list-style-type: none">Describe differentiation strategies, feedback strategies and how assessment will inform instruction for all students.