**Requirements for Quarter 1 Assessment: Thematic Studies, English Reading & Writing**

**Thematic Studies (in two parts: written test in class and home experiment project filmed that you filmed at home)**

On their written assessment, students will be expected to show a clear understanding of the following:

1. **Scientific Method**

Understand and explain the need to form a hypothesis before carrying out any investigation. Be able to complete a flow chart of the scientific method.

1. **Forces and Motion**

Students should be familiar with the terminology used to describe:

* **Position**

Define positon using descriptive words of distance and direction

* **Motion**

Define motion and understand the types of motion.

Measure and predict motion of objects using the terms ‘distance’, ‘time’ and ‘speed’. Be able to interpret data to estimate an objects speed.

* **Forces**

Explain the force of PUSH and PULL.

Understand and explain contact forces and the effect of increasing and reducing friction.

Understand noncontact forces by explaining magnetism, electricity and gravity

Understand and explain the difference between balanced and unbalanced forces

**Fudan International School Grade 3 - Quarter 1**

Digital Video Assignment Sheet & Evaluation Rubric

**Topic: “Forces and Motion”**

*For this project you will need a video camera, a mobile phone, or any device that can record images in addition to the items you choose to use for your experiment.*

**Thematic Studies Assessment**

Over this past quarter Grade 3 students have been learning about forces and motion.

* They can give examples of forces and motion.
* They have learnt about position and how to describe it using distance and direction.
* They have learnt how to predict motion using distance, time and speed.
* They have understood magnetism, electricity and gravity.

**Assessment Item: Video Presentation – Quarter 3 Assessment Week**

* Record a short video at home.
* Tell the class how a particular force can be applied to an object, or how motion can be shown.
* Examples of experiments can be viewed at:
  + <https://www.youtube.com/watch?v=ILhckx1zGXw&t=42s>
* The lesson must be safe and completed under the supervision of an adult.
* Explain what you are doing in your video, in English.
* Have fun and be creative.
* Videos cannot exceed 3 minutes in length.

You can choose to do a different experiment (not from the video), as long as it is relevant to the topic.

Videos are to be submitted electronically to the Grade 3 homeroom teacher by Friday, November, 2 at the latest. Please remember to label your USB drive.

**Evaluation Rubric**

**Appropriateness - PASS \_\_\_\_\_ FAIL \_\_\_\_\_**

The feelings of others are respected, people are treated nicely, language and visuals are appropriate for an elementary school audience, as is the subject.

Experiment Evaluation Rubric (5...4...3...2...1... - Excellent/Poor)

**Subject**

• is interesting 5....4....3....2....1

• is entertaining 5....4....3....2....1

• is relevant to elementary school audience 5....4....3....2....1

• provides insight into content learnt and topic 5....4....3....2....1

**Subject Score \_\_\_\_\_\_ out of 20**

**Content**

• Presents interesting information and/or reactions 5....4....3....2....1

• Images and/ or graphics relate well to content 5....4....3....2....1

• Student(s) behave professionally on camera 5....4....3....2....1

• Student(s) demonstrate thoughtful approach to subject 5....4....3....2....1

**Content Score \_\_\_\_\_\_ out of 20**

**Technical Aspects**

• Camera is stable, smooth movements 5....4....3....2....1

• Subject is framed well, images are well composed 5....4....3....2....1

• Sound is clear and understandable 5....4....3....2....1

• Project was completed in a timely manner 5....4....3....2....1

**Technical Score \_\_\_\_\_\_ out of 20**

**Total Score \_\_\_\_\_\_**

**Project Grade \_\_\_\_\_\_**

* E = 60 – 50
* M =49 – 45
* D = 44 – 38
* N = 37 – 28
* U = 27 or below (or failure of appropriateness)

**Mirrors and Windows: Exploring Characters in Reading and Writing**

**Core Questions**

During this quarter students have been asked to explore several questions while reading and writing.

* + What are character traits?
  + How do authors make characters come to life?
  + What can I learn about myself by looking deeply into characters?
  + What can I learn about others and the world by looking deeply into characters?

**Core Texts**

The following books and texts have been used to demonstrate strong characteristics yet simple story lines.

* Enemy Pie, by Derek Munson
* Those Shoes, by Maribeth Boelts
* The Name Jar, by Yangsook Choi
* Charlotte’s Web, by E. B. White (extract)
* Stuart Little, by E. B. White (extract)

**Writing Requirements**

**Assessment Outline**

Students, with guidance will be asked to write a short story which demonstrates a clear understanding of the elements necessary to complete a good story. This briefly should include:

1. **Characters**

Who is your major character and what is your character like?

1. **Challenge/Problem**

What challenge or problem must your character solve?

1. **Motivation**

What is motivating your character to solve the challenge?

1. **Setting**

Where and when does your story take place?

1. **Obstacles**

What obstacles stand in his/her way?

1. **Climax**

How does he/her solve the challenge?

1. **Outcome**

What is the outcome of the story?

1. Story needs to include dialogue, interactions with other characters, and descriptions to show a character’s motivations, thoughts, and feelings
2. Write a story in which the main character experiences a series of events in a logical sequence with a clear beginning, climax and end.
3. With guidance and support develop and strengthen writing as needed by planning, revising, and editing.
4. With guidance and support create a visual presentation of the final story.

*(A template for a story book will be provided and guidance provided until the final draft of the story)*

**Reading Requirements**

**Assessment Outline**

The students will be asked to read a short story and then asked to complete a number of activities which demonstrates a clear understanding of the elements necessary to complete a good story. This briefly should include:

1. Be able, from reading a story or text build and demonstrate an understanding of fictional characters, being able to cite textual evidence to support their thinking and ideas.
2. Identify and summarize the ways in which characters change and develop throughout a story.
3. Be able to compare themselves and the people in their life to the characters in literature.
4. Identify main and minor characters and their character traits.
5. Explain how illustrations contribute to a deeper understanding of the character.