MCIEA Task: Qualities of a Leader

Course/subject/grade level: 4th Grade Literacy (Reading, writing, presentation)

Context/prerequisite skills: Students should have familiarity with structure of presentations.

Performance Assessment Quality Criteria

High-quality performance tasks should:
- Align to high-leverage learning goals (competencies, learning targets, standards, transferable skills, etc.)
- Be open ended and relevant to the real world
- Require application and transfer using higher-order thinking
- Be fair and culturally responsive
- Outline clear criteria for success in a rubric
- Result in original products, performances, or solutions

Learning Goals

What is being assessed in this task? This includes competencies, standards, learning targets, transferable skills, etc. Remember - application and transfer of high-leverage skills are a hallmark of performance assessments.

Literacy Standards to Be Assessed
- **CCSS.ELA-LITERACY.RI.4.10** : By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CCSS.ELA-LITERACY.SL.4.4** : Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **CCSS.ELA-LITERACY.SL.4.5** : Add audio recordings and visual displays to presentations

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Task Summary

Describe the essence of the task. What authentic role is the student taking? Who is the audience? What is the problem they are trying to solve?

Students will choose a leader or activist that resonates with them and conduct research on this figure's life experiences, challenges, and accomplishments. Using this research, students will write an essay explaining how this activist/leader embodies the values and leadership qualities the student finds to be in important in change agents/positive figures.

After completing their essays, students will present their activist/leader, explaining how the activist/leader displayed values and leadership qualities, and why these are important qualities/values.

Essential Questions

What challenging and open-ended questions are students exploring in this task? How does this assessment engage students in tackling the essential question?

- Who are the important activists/leaders are in your family's story (culture)?
- How has an important activist/leader shown leadership qualities and values you think are important (empathy, curiosity, collaboration, perseverance)?
- What is the impact/power of having strong values and positive qualities in leadership/activism?

Quality Output	Quality Process
What original product or solution will students produce as a result of this task? Describe what a quality output looks like, sounds like, feels like.	*Without being overly prescriptive, what will students actually do as they complete this task? Describe the flexible quality process learners will engage in to produce the output.*
1. Note-catcher showing their understanding of source materials 2. Essay that describes an important activist or leader, and how they showed leadership qualities/values in their actions/work 3. Presentation based on the information they have used to write their essay.	**Step 1**: Introduction and brainstorm leadership qualities and values. (This is a pre-step in which you work with your students to either analyze school qualities/core values or a establish a set of core values/qualities as a classroom community) **Step 2**: Brainstorm leaders/activists **Step 3**: Research and note-catchers **Step 4**: Begin organizing notes into outline for paper **Step 5**: Writing **Step 6**: Revision **Step 7**: Editing **Step 8**: Presentation design **Step 9**: Presentation

Resources/Materials

What do all students need to have access to in order to complete the task?

- Biographies (depending on who students select)
    - Dinah Brown & Andrew Thomson, *Who is Malala Yousafza?*
    - Megan Stine, *Who is Sonia Sotomayer?*
    - Sonia Sotomayor, *Turning Pages: My Life Story*
    - Ruby Bridges, *Through My Eyes*
    - Margot Lee Shetterly, *Hidden Figures: Young Readers Edition*
    - Nelson Mandela & Chris Van Wyk, *Long Walk to Freedom* (Abridged)
    - Philip Wilkinson, *Gandhi: The Young Protester Who Founded a Nation*
    - 100 Women Who Shaped History
- Interviews

To adapt this task for your classroom, click here for an editable version.
Original task created by Jennafir Enck.
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● Kiddle search (digital)

Possible Accommodations
Understanding that accommodations will always need to be adapted for student's individual needs, what are some accommodations that may be provided for this task? ● Read/Write Google features (text-to-speech) ● Graphic organizer for planning essay ● Note catcher for gathering research ● Auditory and visual directions ● Extended time

Qualities of a Leader Student Directions

Your goal is to write an essay explaining how an activist or leader exemplifies important qualities or values in their life and work. You will first conduct research from multiple sources and get a sense of the activist's life. After you have written your essay, your project will culminate (finish) with a presentation of your choice that explains the impact of leadership qualities.

Project Guidelines

1. After our class has developed a list of qualities and values that are important in leadership, you will choose a leader/activist to research (choose someone you admire or who interests you).

2. Conduct (text, digital, oral) research on your selected individual's life.

3. Record evidence of these qualities and values in his or her life (experiences, challenges, accomplishments) using a note-catcher.

4. Write a clear and cohesive essay explaining how this leader/activist exemplifies qualities and values that are essential to being a strong leader. Be sure to cite evidence from the texts you have found.

5. Provide a classmate feedback using the criteria for success to support his or her essay revisions.

6. Choose another outlet (song, animation, visual presentation, etc.) to present your findings on the importance of strong values and leadership qualities in people who change communities and society: How do strong values impact leadership/activism? If you study the same individual as a classmate, you may choose to work co-create a presentation.

Name: _____

Qualities of a Leader
Note Catcher

	Notes
Leader I am Researching	
Why I have selected this leader?	
What kind of work this leader has done?	
Values/Qualities my leader shows	
Evidence of values/qualities (how my leader has shown this value/quality)	
Values/Qualities my leader shows	
Evidence of values/qualities (how my leader has shown this value/quality)	
Values/Qualities my leader shows	
Evidence of values/qualities (how my leader has shown this value/quality)	

How I will share about my leader (song, cartoon, power point, etc.)?

Qualities of a Leader Rubric

	Exceeds	Meets	Not Yet
Reading Informational Texts **CCSS.ELA-LITERACY.RI.4.10**: By the end of year, read and comprehend informational texts.	I can understand complex informational texts independently and proficiently.	I can understand informational texts. I can understand complex informational texts with support.	I still need to work on:
Verbal Presentation **CCSS.ELA-LITERACY.SL.4.4** : Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	I present on my topic in an organized way with appropriate facts and descriptions to make my points. I make my points in an order that makes sense for my argument. I speak clearly and at a good pace.	I present on my topic in an organized way with appropriate facts and descriptions to make my points. I speak clearly and at a good pace.	I still need to work on:
Multimedia Presentation **CCSS.ELA-LITERACY.SL.4.5** : Add audio recordings and visual displays to presentations	I seamlessly incorporate multimedia and visuals into my presentation to enhance my ideas.	I include audio recordings or visual displays related to my main ideas.	I still need to work on:

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MCIEA Rubric Guiding Principles

The following outlines the MCIEA way of thinking about rubric design. While MCIEA shared rubrics will generally be designed with the following principles in mind, you may decide to design your locally developed rubrics in a different way. We share the following details to both guide you in understanding the format and coherence behind MCIEA shared rubrics as well as to share our current understanding of best practices for the design of high-quality rubrics.

- **Task Neutral** - MCIEA rubrics will be aligned to learning goals (competencies, standards, high-leverage skills, learning targets), rather than aligned to the task. This means that the items that go into the leftmost column are a description of what you want students to understand and be able to do, rather than a description of different elements of the task. Rubrics designed in alignment to tasks tend to read like student directions, rather than a tool for assessment and feedback. Anything you want students to do can be added to student directions as a checklist. Further, task neutral rubrics can be used across multiple tasks, meaning that teachers are not designing rubrics every time they create a new task and, more importantly, students develop metacognition around the idea that they are building a consistent set of high-leverage skills and understandings across multiple learning experiences.
- **Selection of Learning Goals** - These are important considerations when selecting items for the leftmost column. The principles below may lead teachers to combine groups of smaller standards (sometimes called power standards).
  - **Appropriate Type** - Rubrics are the opportunity to highlight the most high-leverage learning goals. The goals should be important enough to be built over time and applied/transferred to new contexts.
  - **Appropriate Number** - Brain science tells us that students can reasonably focus on between 2-5 high-leverage learning targets at a time. Said another way, just because an assessment can assess something, doesn't mean it has to.
  - **Grain Size** - Also known as the "Goldilocks Principle", learning goals should not be so broad that students have little information on what they are trying to do, but should not be so narrow that they form a checklist. Additionally, items should all be of a similar grain size, so that you avoid having something as important as critical thinking take up as much space (in student's minds) as something like neatness.
- **Performance Levels** - Our rubrics are designed with 3 performance levels (Exceeds, Meets, Not Yet). We place them in that order from left-to-right to put the highest performance level in student's view first. The following list is in the order which we suggest you develop rubrics. We find that many bad practices develop when performance levels are designed to produce scores consistent with traditional grading systems.
  - **Meets** - The student has satisfactorily demonstrated that they are on level in this learning goal.
  - **Exceeds** - There are many ways to approach the development of this category, the important consideration is that you decide on a coherent system for developing your exceeds category and apply it consistently. For MCIEA, we tend to look at the deeping of the skill or understanding in the following grade level and design our exceeds category from there.
  - **Not Yet** - We do not include an approaching category as teachers tend to spend undue time agonizing over what this level means, often only to find that it wasn't very meaningful when they get student work back. Rather we invite teachers to leave space in the Not Yet category for written feedback. As a rule, when the performance level increases, the skill or understanding gets more nuanced, rather than there just being more of the previous level. We avoid entirely the language of *never*, *sometimes*, *all the time*.