Assignment_3 Sketch Ideas

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September 27, 2014

Part I.

Performance Assessment Sketch A - Behaviour over time graphs (BOTGs)

1. Sketch your plan

Students will read a prescribed text of about 1000 words. They will then identify the principal events that took place in the story and put them in time sequence. They will then identify the principal emotion in the story. As a group they will individually identify the state of this emotion individually at the time of each event on a 1 to 5 scale. They will plot these individual measurements for each event and generate the median path over the duration of the events. They will then explain using evidence what caused inflection points in the median graph of the chosen emotion and discuss those explanations with other groups providing different explanations for the same emotion. They will score each other using the rubric provided.

1.1. What will students demonstrate that they know and can do?

- They will demonstrate the ability to deploy BOTGs.

- They will demonstrate that they can work in a team.

- They will demonstrate the skills of selecting evidence from the text, the ability to infer, and the ability to provide persuasive arguments when discussing with other groups.

1.2. What will students do and produce?

The students will read the text individually and discuss it with their small group. They will identify the principal events and principal emotions generated during the story. They will produce a Behaviour over time graph and use the median score on a 1 to 5 scale to define the flow of emotion. They will identify both evidence and explanations creating inflexion points in the change of the chosen emotion.

1.3. What materials and resources (texts, video, data sets, etc.) will students read and use?

Students will read and use the chosen text, and the Behaviour Over Time Graph.

Part II.
Performance Assessment Sketch A - Improving the performance of a runner.

2. Sketch your plan

This plan is about working with a group for improving the performance of a runner through:

- measuring the runner's performance
- undertaking the background study
- developing and testing hypotheses
- measuring the runner's performance after taking the identified measures
- planning and documenting the process
- presenting the outcomes

2.1. What will students demonstrate that they know and can do?

Students will be able to demonstrate:

- that they can follow a scientific process of inquiry in determining the validity of hypotheses they construct.
- the ability to document both their effort and the outcomes.
- the ability to construct rubrics of performance for every stage of the project
- the ability to work in a group
- the ability to make a presentation as a group
- demonstrate Information Technology skills

2.2. What will students do and produce?

Students will do and produce:

- they will do pre-tests and post-tests of the runner's performance
- they will study the issues that dictate running performance
- they will generate hypotheses and test these hypotheses
- they will produce documentation of their effort
- they will produce a presentation for the class as a group

2.3. What materials and resources (texts, video, data sets, etc.) will students read and use?

Students will use video for measuring performance, Latex/Lyx for documenting their efforts, and will generate datasets from pre and post measurements. They will analyze the datasets and determine the best ways in which performance can be improved.