Performance Assessment Planning Template

*This template may be used to complete “Stage 2” of an Understanding By Design Unit Plan*

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| **Contributors:** |
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| **Date of Planning Session:** |
| **Assessment Specifications** |
| **Assessment Title:** Lend a Helping Hand |
| **Grade Level:** 5 |
| **Content Area/Areas:** Math and Writing |
| **Materials Needed:** See [project description](http://www.bie.org/object/document/lending_a_helping_hand) for more details |
| **Desired Results (from Stage 1)** |
| **Which content-area proficiencies and performance indicators will this task assess?**   1. Observe, identify and analyze situations in order to ask questions and understand and describe problems. **(MP1,2)** 2. Explain and make generalizations about the patterns in the place value system. **(4.NBT.1, 2; 5.NBT.1, 2, 3)** 3. Perform single and multi-digit arithmetic with the four operations with whole numbers and decimals using understanding of place value and the properties of operations. **(3.OA.1, 2, 5, 7; 3.NBT.1, 2, 3; 4.NBT.4, 5, 6; 5.OA.1; 5.NBT.4, 5, 6, 7)** 4. Write opinion pieces supporting a point of view. (W.5.1) |
| **Which cross-curricular proficiencies and performance indicators will this task assess?**  **Critical Thinking and Problem Solving**   1. Evaluate, justify and defend the relative effectiveness of the plan or process of approach.   **Communication**  3. Demonstrate organized communication through one or more mode of communication: oral, written, visual, and/or performance, including technology when applicable. |
| **Essential Question:**  How can we use financial resources to make the most impact for a community?  **Enduring Understandings:**  Using evidence and data is critical to support arguments.   |  |  | | --- | --- | | **Skills (students will be able to…)** | **Content (students know…)** | | * I can use facts and details to explain my reasoning. * I can develop a persuasive argument based on calculations and mathematical reasoning. * I can present an opinion, sequencing ideas logically, with appropriate facts and relevant details. | * I can round a decimal in the thousandths to any place. * I can add, subtract, multiply, and divide decimals to the hundredths place. * I can explain how decimal place value follows whole number place value patterns. * I can show how to solve a problem by using an equation and a table. | |
| **Evidence of Student Learning**  *In the space below, describe the products/ evidence that students will produce.* |
| **Reference Task Model and/or Assessment Considerations (if applicable)**  What criteria must be included?  What evidence will students show of their learning?  **Task Description/Instructions:**  Students, in the role of financial advisors, are challenged to find the best use of $25 so that it makes the most impact for a community. They will select a project from Kiva to give a $25 microloan. In order to help students determine the best use of funds, they will conduct interviews with bankers to learn how lending works. Students will develop a repayment schedule, delinquency, and default rates for the given project and microlender. They will present their recommendations to investors, as well as to the school and community to get their Kiva projects fully funded.  Each student must write a persuasive letter explaining how the $25 should be invested and why.  As a group, students must present their recommended project to investors and the school community.  **Why is this important to students?**  Students of all ages like to have a positive impact on the world. Microloans are a good way for them to consider how they can make a difference in someone else’s life or in another community. |
| **Rubric that will be used to assess content-area performance indicators for this project.**  See scoring criteria sample |
| **Links to Supporting Materials** |
| [Project description](http://www.bie.org/object/document/lending_a_helping_hand), from the Buck Institute |