

Morgan Schwarz
EDUC 350
Dr. Alanna Lienig
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Design Wars Assessment Explanation

There are four fourth grade standards addressed in this project. The standards were used to identify the criteria to be presented by the students. Students are aware of what is expected of them given the standards from the Common Core. For this specific project, the standards are as follows:

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.W.1.a Introduce a topic clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

The criteria that we are using for this assessment is designed to push the student to higher-order thinking and creativity. The WebQuest makes students responsible for their own learning. We are letting the students choose the materials on their own to make sure that it is their own creation. The rubric is explained so that the students strive for exceptional work. As the students read over the different examples given for each category on the rubric, they will know exactly what they will be graded on; therefore they will be motivated to perform exceptionally. Student's attitude towards the project may

vary; however, the rubric is designed and described so that students *want* to score higher, and will therefore design and create better quality bags.

Each standard has a section on the rubric on how that category will be graded throughout the project. The questions at the beginning of the lesson are open ended in a way for the students to critically think about what they will have to do within their own group. Students will then be able to do the Webquest to tie together what they will do to create their final product. Each group will have a different end product because of the different thought processes that will occur. Even though each standard is teaching a different element the final product will be a bag meeting the criteria under each standard. The final step for the students will be to show and explain their final product to the other groups.

Using the rubric, we will be able to score the students' projects. Based on the scores of the projects, we will be able to evaluate how effective our own teaching was. If students create exceptional projects, the objectives were met, and our instruction was effective. However, if all the students' final projects receive consistently low scores, we will be able to assess that our instruction was ineffective. The layout and activities that we used to teach with may have been poor. The students will know what is expected of them, and if they are not able to create that, that means the instruction was ineffective.

The rationale used for this assessment involved hands-on learning in which many students strive to learn from. Many students do not succeed from taking hand written tests; therefore, this is a change of pace in the classroom for the students. As many students many not thrive off of change, an alternative form of assessment is vital to incorporate all learning styles. Our results will indicate the student's' knowledge of using different materials to create a new product. This knowledge will be shared with

administrators and parents/guardians as an indication of student learning and success within the classroom.

The authenticity of the project stems back to social studies and Native American history. In history, many individuals had to use the items that were available to produce a new product which may be a necessity. This project gives students the opportunity to branch out, use their imagination, and relate to others in the real world, potentially even in today's society.

Overall, this project is a vital aspect to student learning and reviewing concepts brought forth upon the Common Core standards. Students are able to expand their knowledge while learning hands on with a group of students while enforcing teamwork.