

## Performance Assessment Task

### Celebrate!

#### NEWS FLASH!

Special traditions and celebrations are happening in Ukraine, Peru, Tunisia, and India. The Canadian Broadcasting Corporation (CBC) is sending you to join their broadcast team on location in one of these countries to report on these exciting events.

To help you prepare for your assignment, you will need to do the following:

- Find information from a variety of sources, including your textbook, library books, and Internet sites approved by your teacher. Your news report will need to give information about:
  - how and why the celebration began
  - how it is celebrated today
  - what it is about this celebration or tradition that is unique to this culture and part of their identity.
- Record your information on the research organizer.
- Include pictures, posters, slide shows, or models that will make your presentation more interesting for your TV audience.

When your report is complete, you will present it to your TV audience (your class). Use your research organizer to help guide your presentation. Remember to speak with a loud, clear and expressive voice.

Enjoy your trip! We look forward to your presentation.

## Research Organizer: Celebrate!

Student \_\_\_\_\_

Topic	Your Point Form Notes
<b>Introduction</b> What will you say to the audience in the beginning of your news report?	
<b>Topic #1</b> How and why did the celebration begin?	
<b>Topic #2</b> How is it celebrated today?	
<b>Topic #3</b> Why is this celebration important to the people who live in this country?	
<b>Other ideas to share</b>	
<b>Conclusion</b> What will you say to the audience at the end of your news report?	

## Rubric: Celebrate!

Student \_\_\_\_\_

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
<b>Describe celebration/tradition</b> (3.1.1.1, 3.1.2.4)	Provides a <b>comprehensive</b> description of the event that includes a <b>significant</b> connection to the past and present.	Provides a <b>thorough</b> description of the event that includes an <b>important</b> connection to the past and present.	Provides a <b>partial</b> description of the event that includes a <b>reasonable</b> connection to the past and present.	Provides a <b>sketchy</b> description of the event that includes only a <b>superficial</b> connection to the past and present.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Link celebration/tradition to identity</b> (3.1.2.5)	Links celebration/tradition to identity in an <b>insightful</b> manner by providing <b>in-depth</b> reasons why this event is unique to this culture.	Links celebration/tradition to identity in a <b>logical</b> manner by providing <b>substantial</b> reasons why this event is unique to this culture.	Links celebration/tradition to identity in a <b>basic</b> manner by providing <b>simplistic</b> reasons why this event is unique to this culture.	Links celebration/tradition to identity in a <b>trivial</b> manner by providing <b>sketchy</b> reasons why this event is unique to this culture.	
<b>Create visual</b> (3.S.8.4)	Creates a visual that is <b>memorable</b> and <b>enhances</b> the presentation.	Creates a visual that is <b>detailed and interesting</b> and <b>supports</b> the presentation.	Creates a visual that is <b>appropriate</b> and <b>generally supports</b> the presentation.	Creates a visual that <b>has minimal appeal</b> and <b>does little to support</b> the presentation.	
<b>Present orally</b> (3.S.8.1)	Presents orally in a manner that <b>engages</b> the audience.	Presents orally in a manner that <b>interests</b> the audience.	Presents orally in a manner that <b>generally informs</b> the audience.	Presents orally in a manner that <b>has little audience appeal</b> .	

\* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.