

## Performance Assessment Task

### Making a Difference

Global Citizenship Week is coming soon! CBC is producing a program to help children learn more about some of the challenges in our world. They would like to interview individuals or organizations that are helping to meet the needs of people around the world. CBC has asked Canadian students to nominate individuals or organizations to appear on their program.

You have decided to nominate \_\_\_\_\_.

Your proposal needs to:

- describe the work of your individual or organization;
- explain how this work helps meet the needs of people around the world;
- create a list of at least four meaningful interview questions that you would ask your individual or organization to find out more about them and their work; and
- describe how you could make a difference in our world by helping this individual or organization. Tell why you think this is the most important way you could help.



Submit your completed proposal to the CBC producer (your teacher). If your nomination is successful, you may get to interview your individual or organization on TV!

Get ready to make a difference!

# Graphic Organizer: Making a Difference

## Interview Proposal

**Student** \_\_\_\_\_

1. Name of individual or organization:

\_\_\_\_\_

2. Describe the work of this individual or organization and explain how this work helps meet the needs of others in the world.

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3. List at least four meaningful interview questions that you would ask this individual or organization to find out more about them and their work.

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4. Describe what you could do to help this individual or organization. How would this help meet the needs of others in the world? Tell why this is the most important way you could help.

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## Rubric: Making a Difference

Student \_\_\_\_\_

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
<b>Describe contributions and explain impact</b> (3.2.2.3, 3.2.2.4, 3.2.2.5, 3.S.7.1)	Provides an <b>in-depth</b> description of contributions.  Makes <b>insightful</b> connections between the needs of others and the actions of the individual or organization.	Provides a <b>substantial</b> description of contributions.  Makes <b>thoughtful</b> connections between the needs of others and the actions of the individual or organization.	Provides a <b>partial</b> description of contributions.  Makes <b>simplistic</b> connections between the needs of others and the actions of the individual or organization.	Provides a <b>vague and/or incomplete</b> description of contributions.  <b>Does little to</b> connect needs of others with actions of individuals or organizations.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Develop questions</b> (3.S.7.3)	Creates <b>perceptive</b> questions that would encourage a <b>comprehensive</b> response.	Creates <b>focused</b> questions that would encourage a <b>substantial</b> response.	Creates <b>reasonable</b> questions that would encourage a <b>basic</b> response.	Creates <b>vague</b> questions that would likely result in a <b>sketchy</b> response.	
<b>Evaluate possible results of personal involvement</b> (3.2.1.1, 3.S.1.2)	Provides an <b>insightful</b> evaluation of possible results of personal involvement.	Provides a <b>meaningful</b> evaluation of possible results of personal involvement.	Provides a <b>routine</b> evaluation of possible results of personal involvement.	Provides <b>superficial</b> evaluation of possible results of personal involvement.	

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