

## Significant Person Paper – Performance Assessment

### Description of Performance Assessment

At the completion of this unit, students will have written an informative/explanatory paper about a significant person in their life. This person could include a parent, sibling, grandparent, guardian, neighbor, faith leader, community member, past teacher, etc. The performance assessment will be focusing on demonstrating students' writing skills in accordance with the NC Essential Standard W.4.2. as listed below:

***W.4.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.*

- a. Organize information and ideas around a topic to plan and prepare to write.*
- b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.*
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
- d. Link ideas within categories of information using words and phrases.*
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- f. Provide a concluding statement or section related to the information or explanation presented.*
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience*

This assignment is best suited as a performance assessment as the educator will be able to measure students' writing abilities throughout the completion of the informative paper. Students will be taught and guided through the writing process in addition to learning the components of an interview. Outside of school, students will interview their chosen significant person, either in-person or virtually, and make written notes and key details about said person's life. After compiling interview notes, students will then develop a written essay outlining their significant person and explaining why said person is significant to them. After completion of a rough draft, students will swap papers with their peers for an opportunity for peer review prior to submitting a final draft.

### Outline of Necessary Daily Lessons

This unit will take ten days (2 weeks) of class writing lesson time, but 3 weeks total as students will be given a week to conduct their in-person or virtual interview with their significant person. Materials necessary for completion of this project include notebook paper, pencil(s), markers/highlighters, and colored pens for revision. The teacher will provide students with blank paper, and a few worksheets to assist with the completion of the assignment. Detailed daily lesson plans are outlined below.

#### Day 1: Introduction of the Performance Assessment

- What does it mean to be "significant" in someone's life?
  - Class discussion/brain storming word definition with synonyms

- Significant people are impactful, kind, caring, have perseverance, take action, stand up for others, honest, etc.
- Who is a significant person in your life?
  - Examples of people who could be considered significant in students' lives include parents, grandparents, siblings, aunts/uncles, cousins, guardians, neighbors, community leaders, faith leaders, former teachers, etc.
- Students brainstorm people who they consider "significant"
  - Students will compile a list of people in their lives who fall under the descriptions we discussed as a class.
  - By end of class, students should select who they would like to write their informational paper on

#### Day 2: Practice Interview

- What is an interview?
  - Watch Kid President's video of how to interview: <https://youtu.be/QeysdP4zZQw>
    - Class discussion about behavior of the interviewer/interviewee, types of questions asked, notes being taken, ironies of the video, etc.
  - Discuss the importance of developing interview questions prior to the interview and taking detailed notes for future recall.
- Practice interviewing
  - Students will complete a short activity where they interview a peer in the classroom.
  - A worksheet of questions and space for notes will be provided to students as they pair off to do the activity. (see attached)
- After completing the classmate interview, students will write a short paragraph sharing what they learned about their classmate during the interview to be turned in for feedback.

#### Day 3: Conduct an Interview

- Students will receive feedback on the short paragraphs written about their peers at the beginning of the lesson
  - How can we improve our writing? We can improve by providing more details.
    - In order to get more precise details, students should take notes during the interview process.
- Discuss the importance of developing interview questions prior to the interview
  - What is a "good" interview question?
    - Class discussion/anchor chart creation about what makes a question "good" or "bad." Is the question on-topic? Is the question random? Is the question helping them as the interviewee learn more about the person?
- Students will then develop a minimum of five interview questions for their future (in-person or virtual) interview with their significant person.
  - Provide students with a worksheet outlining space to write their required five questions (with up to 10 questions available) and answers. (see attached)
- Students will be given about a week to complete the interview either in-person or virtually with their significant person outside of class.

#### Day 4: Informal Planning

- Using information gathered from the interview, students will brainstorm various ways in which students' selected person has impacted them/interesting facts about said person that they know.
  - To do so, students will create a mind map
    - Teacher will show an example of a mind map using a significant person in their life for reference.
- After creating a mind map, have students group similar/related topics together using color. This will later help students to establish paragraph topics.

#### Day 5: Formal Planning

- Review of writing process for an informational paper
  - Outline, Rough Draft, Peer Review, Revision, Final Draft
- Using mind maps from the previous lesson, students will create a more formal plan of action moving forward with the informational paper.
  - To do so, students will fill out a modified version of the All About My Family worksheet (see attached)
    - Worksheet will be modified to focus on a single person, not the entire family and provide a few guiding questions
      - Introduction: Who is your significant person? How do you know them? Introduction of information about them.
      - Facts / Paragraphs 1-3: What is an interesting fact or piece of information you wish to share about them?
      - Conclusion: Why are they significant to you? Reiterate what was learned about the person.

#### Day 6: Rough Draft – Introduction Paragraph (& 1<sup>st</sup> Body Paragraph if time allows) (Handwritten)

- What is included in an introduction paragraph?
  - Class discussion of what should be included in an introduction paragraph
- The teacher will briefly explain what an introduction paragraph is and provide students with an example of what an introduction paragraph could look like in an informational paper. The teacher will again use the same significant person from the prior class example for continuation.
- Using the previous lesson's worksheet, students will write a rough draft of the introduction paragraph for the informational paper.
- If time allows students can begin working on their first body paragraph

#### Day 7: Rough Draft – Body Paragraphs (Handwritten)

- What is a body paragraph?
  - "Lecture"/class discussion about what makes up a body paragraph, how many sentences it should include, structure of the paragraph.
- Teacher will again show students an example of a body paragraph in regard to the significant person the teacher has selected.
- Using the planning worksheet, students will then write a rough draft of their body paragraphs.
  - The teacher will go around and assist students as needed with the writing

Day 8: Rough Draft – Conclusion Paragraph (Handwritten)

- What makes a conclusion paragraph?
  - Students will think-pair-share with a peer what they believe makes or breaks a conclusion paragraph and then share them with the class.
  - During class discussion we will build an anchor chart with what our class believes makes a great body paragraph
- Students will then have quiet writing time to write their conclusion paragraphs and finish up the body paragraphs if they did not finish them the day prior.

Day 9: Peer Review and Revision of Rough Draft

- We will begin class with a review of what to look for in a final paper and how to mark them on a rough draft with revision marks if necessary
  - Capitalization, period/exclamation points, commas, etc.
- Students will swap papers with a peer for revision
- After the first swap, students will turn all the papers into the teacher for shuffle and pass out again to ensure students swap papers with students across the room from them.
- Students will then receive their peer revised rough drafts.

Day 10: Computer Lab for Final Draft and Compilation of Material

- Class review of formatting of a typed paper
  - Times New Roman, 12-point font
  - 1-inch margins
  - Title, Name, Date, etc.
- The class will take a trip to the computer lab to type their final draft
- Upon completion of typing their final draft, students will print out their final copy
- When the class returns to the classroom, students will compile their materials used throughout the writing process (interview notes, mind map, planning sheets, rough draft) and turn in their final project

**Rubric**

| <b>Grading Criteria</b>    | <b>Exceeds Standards<br/>3</b>   | <b>Meets Standards<br/>2</b>  | <b>Does Not Meet<br/>Standards<br/>1</b>  |
|----------------------------|--|---|---|
| Interview Questions        | Students have 5+ interview questions to ask their significant person.  | Students have 5 interview questions to ask their significant person.                                      | Students have less than 5 interview questions to ask their significant person.                                  |
| Interview Notes<br>(Facts) | Student has in-depth notes from their virtual or in-person interview to provide facts for the informational paper. | Student has notes from their virtual or in-person interview to provide facts for the informational paper. | Students do not have notes from their virtual or in-person interview to be included in the informational paper. |

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|---------------------|--|--|---|
| Planning            | Student has fully completed both the mind-map and planning worksheet to assist organization of thoughts prior to writing.            | Student has completed either the mind-map or the planning worksheet in full OR both worksheets at half-capacity to organize thoughts prior to writing. | Student did not complete either the mind-map or the planning worksheet prior to writing their rough draft.          |
| Concrete Facts      | Informational paper shares concrete facts of significant person and  | Informational paper shares concrete facts of significant person.   | Informational paper does not share concrete fact of the significant person.   |
| Vocabulary          | Informational paper has rich vocabulary used to describe details of significant person.  | Informational paper has good vocabulary used to describe details of the significant person.  | Informational paper has below-4 <sup>th</sup> grade level vocabulary terms to describe the significant person.      |
| Formatting          | Informational paper is formatted into five, clear paragraphs: an introduction, three single topic body paragraphs, and a conclusion. | Informational paper is formatted into 3-4 paragraphs that includes an introduction, 1-2 single topic body paragraph(s), and conclusion paragraph.      | Informational paper is not formatted into paragraphs, no clear introduction, body or conclusion paragraphs present. |
| Grammar/Punctuation | Informational paper is free from punctuation and grammatical errors.   | Informational paper is mostly free from punctuation and grammatical errors, a few errors may be present.   | Informational paper does not have proper grammar and punctuation of an informational paper.                         |

## Reflection

When constructing this rubric, I decided to grade students both on their process and final product as the standard, W.4.2, focuses on both. When assessing the process, students will be graded on their interview questions, interview notes, and planning process prior to writing the rough draft. The final product, the informational paper, will be graded based on the inclusion of concrete facts, vocabulary terms used, formatting, and presence of grammar and punctuation. Overall, I think that this informational paper is a great way for students to not only display their writing skills, but also enrich their learning through interviewing someone that means something special to them. After final papers are completed, teachers could opt to host students' significant person(s) for a writer's showcase where students could read their final papers to friend and family.

Your name: \_\_\_\_\_

Person you are interviewing: \_\_\_\_\_

- What is your full name? (first, middle, last)
- Were you named after anyone? If yes, who?
- Where were you born?
- What is your favorite color? Why?
- What is your favorite pastime or hobby?
- What scares you more, spider or snakes? Why?
- What is your favorite cartoon or TV show? Why?
- What is your favorite type of snack? Why?

Your Name: \_\_\_\_\_

Person you are interviewing: \_\_\_\_\_

Question #1: \_\_\_\_\_

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Question #2: \_\_\_\_\_

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Question #3: \_\_\_\_\_

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Question #4: \_\_\_\_\_

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Question #5: \_\_\_\_\_

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Question #6: \_\_\_\_\_

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Question #7: \_\_\_\_\_

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Question #8: \_\_\_\_\_

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Question #9: \_\_\_\_\_

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Question #10: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Informative Writing Planner

**Introduction:**

### Body:

**Central Idea:**

**Supporting Details:**

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**Central Idea:**

**Supporting Details:**

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**Central Idea:**

**Supporting Details:**

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**Conclusion:**