

Chapter 6 Sections 1 and 2 Performance Task

Ideal Family Project

The following performance task will be counted as ***two test grades*** and will cover chapter 6 from the book. The class will be given approximately 7 class periods to complete it. The project will consist of your ideal family or your actual family on a family tree and a written report of your family. **The following criteria must be met:**

1. Have at least thirteen (13) family members for your family tree and label them accordingly on your family tree, for example: *Clara es mi abuela*. I would have a picture of Clara and label it abuela for grandmother. (Vocabulary, page 173 Section 1). *People to include: aunts, uncles, grandparents, cousins, and stepsiblings.* **This will be your poster component of the project! Include graphics!**
2. For the writing portion, the first paragraph will be identifying family members, identifying how many people in the family, and other details relating to the family, such as who is who. *7-10 sentences for the first paragraph.* (Describing a family, page 154).
3. Included in the writing portion, the second paragraph will be describing people in your family tree. Choose three-four people to describe, such as eye color, hair color, and other adjectives. (Describing people, page 158). *6-8 sentences for the second paragraph.*
4. The third paragraph will consist of what family members do together. For example, *Clara y Jorge (los abuelos) salen los fines de semana a la casa de Rafael.* (Discussing things a family does together, page 160). *5 sentences should be produced for the third paragraph.*
5. The fourth paragraph will consist of chores that your family does. For example, *Mi padre corta el cesped.* (Vocabulary, page 165). *5-6 sentences will be produced for the fourth paragraph.*
6. Rough drafts and all materials related to the project will be collected on the due date as well as a **final product of a typed paper with three paragraphs/themes being used, and a poster of family members.** *Late projects will incur a penalty of 5 points per day.*

Due Date: May 30, 2014

Teacher Name: **Mr. Hosmer**

Student Name: _____

Rubric for Family Tree Poster

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------|--|---|--|---|
| Graphics -Clarity | Graphics are all in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content is easily viewed and identified from 4 ft. away. | Many graphics are not clear or are too small. |
| Title | Title can be read from 6 ft. away and is quite creative. | Title can be read from 6 ft. away and describes content well. | Title can be read from 4 ft. away and describes the content well. | The title is too small and/or does not describe the content of the poster well. |
| Labels | All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Labels are too small to view OR no important items were labeled. |
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |

6+1 Trait Writing Model : My Family Tree Project

Teacher Name: **Mr. Hosmer**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---|--|---|--|--|
| Grammar & Spelling (Conventions) Total possible points: 8 X 2 | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes a few errors in grammar or spelling that distract the reader from the content. | Writer makes some errors in grammar or spelling that distract the reader from the content. | Writer makes many errors in grammar or spelling that distract the reader from the content. |
| Sentence Structure (Sentence Fluency) | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |

| | | | | |
|---------------------------|--|---|---|---|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Penmanship (Conventions) | Paper is neatly written or typed with no distracting corrections. | Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over). | The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words. | Many words are unreadable OR there are several distracting corrections. |