G.R.A.S.P.S. in Performance Tasks by Using Mini-PBL

呂潔樺
國立華僑高中
教育部普通高中英文學科中心資源研發小組
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Agenda

1. http://www.hypebot.com/.a/6a00d83451b36c69e2017615cada80970c-800wi
We do not learn from experience. We learn from reflecting on experience.

- John Dewey
Stories from my students and my colleague . . .

**Scenario 1**

**Scenario 2**
My experience—
In 2014 ...

Information Search

Graphic organizers

Collaboration

Communication
Mini-PBL Tasks
## One Mini-PBL Task

<table>
<thead>
<tr>
<th></th>
<th>Mini-PBL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>3-4 periods</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>With one or two aspects</td>
</tr>
<tr>
<td><strong>Language Skills</strong></td>
<td>4 skills integration</td>
</tr>
<tr>
<td><strong>Other Skills</strong></td>
<td>Critical Thinking, Communication, Collaboration, Creation</td>
</tr>
</tbody>
</table>
Performance Task

Kay Burke, Ph.D.
Educational Author and Consultant

[Video Link](https://www.youtube.com/watch?v=de0ikx8bVlI)
“We need to construct our own meaning of the world, using information we have gathered and were taught and our own experiences with the world.”

Free the child’s potential, and you will transform him into the world.
21st Century Fluencies

Solution Fluency
Information Fluency
Collaboration Fluency
Creativity Fluency
Media Fluency

Critical Literacy

Assessment Literacy
Curriculum Literacy
Pedagogic Literacy
Emotional Literacy
Learning Literacy

Educational Literacies

The 16 EFF Content Standards
Scenarios for Authentic Tasks

- Build assessments anchored in authentic tasks using GRASPS:
  - What is the **Goal** in the scenario?
  - What is the **Role**?
  - Who is the **Audience**?
  - What is your **Situation** (context)?
  - What is the **Performance** challenge?
  - By what **Standards** will work be judged in the scenario?
What is G.R.A.S.P.S.?

The ABC’s of Instructional Design

Facilitator – Debra J. Scott

<https://www.youtube.com/watch?v=hDdlonqNy9M>
## Holistic Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4      | In order to receive a 4-point score, the response must  
|        |   • give a clearly stated position on the issue  
|        |   • provide one (or more) piece of accurate, valid, and relevant supporting information from the Data Section  
|        |   • provide one (or more) statement of accurate, relevant, and important supporting knowledge from history, geography, civics, or economics that comes from the student's prior knowledge (information other than that supplied by the Data Section or a core democratic value of American constitutional democracy)  
|        |   • provide at least one supporting point that is based on the core democratic values of American constitutional democracy |
| 3      | In order to receive a 3-point score, the response must  
|        |   • give a clearly stated position on the issue  
|        |   • provide at least one supporting point that is based on the core democratic values of American constitutional democracy  
|        |   • contain at least 1 of the remaining 2 elements |
| 2      | In order to receive a 2-point score, the response must  
|        |   • give a clearly stated position on the issue  
|        |   • contain at least 1 of the 3 remaining elements |
| 1      | In order to receive a 1-point score, the response must  
|        |   • give a clearly stated position on the issue |
| 0      | In order to receive a 0-point score, the response will show no evidence of any of the elements |
## Analytic Rubric

### Analytic Scoring Rubric for Writing

<table>
<thead>
<tr>
<th>Level</th>
<th>Composing</th>
<th>Style</th>
<th>Sentence Formation</th>
<th>Usage</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Focuses on central ideas with an organized and elaborated text</td>
<td>Purposely chosen vocabulary, sentence variety, information, and voice to affect reader</td>
<td>Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions</td>
<td>Standard inflection (e.g. plurals, possessives, -ed, -ing with verbs, and –ly with adverbs), subject-verb agreement (we were vs. we was), standard word meaning</td>
<td>Effective use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting)</td>
</tr>
<tr>
<td>3</td>
<td>Central idea, but not as evenly elaborated and some digressions</td>
<td>Vocabulary less precise and information chosen less purposeful</td>
<td>Mostly standard word order, some enjambment or sentence fragments</td>
<td>Mostly standard inflections, agreement, and word meaning</td>
<td>Mostly effective use of mechanics; errors do not detract from meaning</td>
</tr>
<tr>
<td>2</td>
<td>Not a focused idea or more than one idea, sketchy elaboration, and many digressions</td>
<td>Vocabulary basic and not purposefully selected; tone flat or inconsistent</td>
<td>Some non-standard word order, enjambment, and word omissions (e.g., verbs)</td>
<td>Some errors with inflections, agreement, and word meaning</td>
<td>Some errors with spelling and punctuation that detract from meaning</td>
</tr>
<tr>
<td>1</td>
<td>No clear idea, little or no elaboration, many digressions</td>
<td>Not controlled, tone flat, sentences halted or choppy</td>
<td>Frequent non-standard word order, enjambment, and word omissions</td>
<td>Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc.)</td>
<td>Misspells even simple words; little formatting evident</td>
</tr>
</tbody>
</table>

[http://4.bp.blogspot.com/-EWvcH78zjjA/UsvOJ-i0Ghl/AAAAAAAAAJa4/VxS3gBjoq8Y/s1600/Analytic+Scoring+Rubric+for+Writing.jpg]
From:
1. Carol Ann Tomlison and Jay McTighe. *Integrating differentiated instruction and understanding by design.*
2. (http://img.udn.com/image/product/S0002742/APPROVED/U005877486/copy_d_201412081414542890.jpg)
3. (http://bbs.chinaacc.com/getresource.php?thumb=1&rid=8851)
Listening to Learn

Listening to Learn 1

Differentiated instruction is designed to meet the diversity of student's needs.
Creatively imagined and designed activities help students develop language-learning skills, such as predicting and identifying main ideas and details.

The Culture of Learning
The "Love of Learning" is one of the greatest gifts we can give our students ... a source of perpetual joy which encourages "life-long learning".

Scrambled Words
Scrambling the letters of words helps ... expand vocabulary, strengthen word recall, and improve memory.

Vocabulary Dictation
In dictations, both the oral and visual lexical items are ephemeral ... forcing the student to make a "connection" between what they see, hear and understand.


Listening to Learn—Mini-PBL Task

Learning More

Task 1: Mini-PBL Report (Bicycling Presentation)

The purpose of this activity is to plan an “imaginary” – or real! – bike tour with friends from your class.

Step 1: In groups of four.

Step 2: Use the websites on the pages that follow to help you decide which tour you would like to go on.

Step 3: You need to take into consideration the general health and fitness of the group, difficulty, costs, time and place (usually to see what part particular tour has to offer).

Step 3: Choose an available Bicycle Travel Itinerary.

Step 4: Each group is to make a short presentation on a bike tour you have selected (see urls) or know about.

The presentation should include:

- Name of tour or ride
- Location of ‘Starting & Stop’ places
- Length of time of ride/tour (hrs or days)
- Degree of difficulty (form anyone, re: “all ages” to “hard core”, i.e. serious bikers)
- Costs per person/group
- Things to see, visit & do
- Best time to go
- Where to stop and stay for the night(s)
- Photos, photos, photos (http://en.tourdetaiwan.org.tw)

Biking in Taiwan URLs

http://www.bikingintaiwan.com/ (Excellent! 10 1-day trips around Taipei)
http://grasshop peradventures.com/tour-TSCB99.php (5 tours)
http://www.bike2taiwan.net/EN/ (9 tours: N, S, E & Central)
http://www.biketours.com/taiwan/taiwan-traverse-by-road-bike (Challenging: for serious bikers only)
http://www.taiwanderful.net/guides/rides-around-taipei-and-taiwan (need to scroll down to find links)
http://www.cidal.com.tw/ (an all outdoor-sport page but includes biking)
http://www.taiwannaholidays.com.au/cycling-tour-in-taiwan-10-days-2760 (Taiwan in 10 days!)
http://www.greenislandadventures.com/cycletours.htm (more long trips but perhaps shorter versions can be arranged?)
http://www.tourdetaiwan.org.tw/
Unit 1: What Is Bike Travel?
Learning GOALS & OBJECTIVES

Pre-assessment
- Summative Assessment
- Ongoing assessment

Curriculum—
- Language skills
- Time
- Student experiences
- 21th century skills

Instruction—
- Scaffolding
- Grouping
- Modeling
- Guiding
- Materials
- Classroom management
- Learning environment
- Time
- Peer evaluation

Assessment
Learning GOALS & OBJECTIVES

Assessment

Instructional activities

Reference:
https://www.cmu.edu/teaching/assessment/basics/alignment.html
Where to Start

*Analyze the key factors that you have to guide beforehand

*Be aware of your students’ performance
  (1) English proficiency
  (2) Familiarity toward the target theme/target linguistic objectives
PRE-assessment

- Flexible grouping!!!
  → Homogenous groups
  → Heterogeneous groups
- Mobiles
- Computer skills
- Seating arrangements
- Personal relationships (extroverts, introverts ...)
- Students’ learning experiences (graphic organizers, group learning, QAR ...)

My experiences
1. Goal(s)

My mini-PBL task—

**Listening to Learn Unit 1 “Learning More”**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students promote a one-day Taipei City/New Taipei City self-guided bike tour.</td>
</tr>
</tbody>
</table>

**Role-Play or Scenario Question**
2. Assessment

### Summative Assessment Rubrics for briefing

<table>
<thead>
<tr>
<th>Group No. ______</th>
<th>Team members: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubrics for briefing the one-day Taipei City/New Taipei City bike tour</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Oral Presentation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation is 3 minutes long.</td>
<td>Presentation is 2.5 minutes long.</td>
<td>Presentation is 2 minutes long.</td>
<td>Presentation is less than 2 minutes OR more than 3 minutes.</td>
<td></td>
</tr>
<tr>
<td>All group members participate equally.</td>
<td>All group members participate.</td>
<td>Some group members participate.</td>
<td>Only 1 or 2 group members participate.</td>
<td></td>
</tr>
<tr>
<td>Group members help each other as needed.</td>
<td>Group members help each other as needed.</td>
<td>Some group members speak clearly and are easy to understand.</td>
<td>Most group members speak clearly and are easy to understand.</td>
<td></td>
</tr>
<tr>
<td>All group members speak clearly and are easy to understand.</td>
<td>Most group members speak clearly and are easy to understand.</td>
<td>Some group members speak clearly, but are difficult to understand.</td>
<td>Only 1 or 2 group members speak and can be understood.</td>
<td></td>
</tr>
<tr>
<td>All group members speak to the entire audience</td>
<td>Most group members speak to the entire audience.</td>
<td>Group members speak to only part of the audience.</td>
<td>Most group members speak only to part of the audience.</td>
<td></td>
</tr>
<tr>
<td>Information is presented in an organized way.</td>
<td>Information is presented in an organized way.</td>
<td>Information may be only partially organized.</td>
<td>Information is presented in a disorganized way.</td>
<td></td>
</tr>
<tr>
<td>Oral presentation includes many details.</td>
<td>Oral presentation includes some details.</td>
<td>Oral presentation includes few details.</td>
<td>Oral presentation includes few or no details.</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from:*
(1) Rubistar  
Summative Assessment Rubrics for PPT/Word document

<table>
<thead>
<tr>
<th>Group No.</th>
<th>Team members:</th>
</tr>
</thead>
</table>

### Rubrics for briefing the one-day Taipei City/New Taipei City bike tour

#### Student PPT/Word Document

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Accuracy</strong></td>
<td>All content is accurate. There are no factual errors.</td>
<td>Most of the content is accurate. There are 1 or 2 factual errors.</td>
<td>There are many inaccuracies in the content.</td>
<td>Content is confusing on many parts.</td>
</tr>
<tr>
<td><strong>Spelling and Capitalization</strong></td>
<td>Project has no misspellings and/or capitalization errors</td>
<td>Project has between 1-2 misspellings and/or capitalization errors</td>
<td>Project has between 3-4 misspellings and/or capitalization errors</td>
<td>Project has more than 5 misspellings and/or capitalization errors.</td>
</tr>
<tr>
<td><strong>Items required</strong></td>
<td>9-10 items are all mentioned</td>
<td>7-8 items are mentioned</td>
<td>5-6 items are mentioned</td>
<td>Less than 4 items are mentioned</td>
</tr>
</tbody>
</table>

- □ Name of tour or ride
- □ Location of ‘Starting & Stop’ places
- □ Riding time/Trip time (hrs)
- □ Level
- □ Costs per person/group
- □ Cycling map
- □ Points of Interests
- □ Photos
- □ Using the sentence pattern “Cycling is all about …” as the core concept of this proposal
- □ 3 reasons to choose this bike tour

*Adapted from: (1)<http://image.slidesharecdn.com/powerpointpresentationrubric-100513154440-phpapp01/95/power-point-presentation-rubric-1-728.jpg?cb=1273786701>
Student Final Report

Summative Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Oral Presentation</td>
<td>25 / 28 *3</td>
</tr>
<tr>
<td>Student Word Document</td>
<td>11 / 12</td>
</tr>
<tr>
<td>Hand in (email) your word document</td>
<td>+0 / -3 / -10</td>
</tr>
<tr>
<td>The Format of your Word Document</td>
<td>4 / +0</td>
</tr>
</tbody>
</table>

Total: 90 points
SUMMATIVE Assessment

• Rubrics
  ➔ Do not assess all the aspects. That would be cruel to both you and your students.
  ➔ Assess what you think are essential to understand about the topic or to enhance your students’ competency

• Portfolios [paper or online]
My experiences

ONGOING assessment

• One minute paper
  → Q. “What do I learn today?”

• Self-evaluation + Peer evaluation
  → To make learning more meaningful

T has to guide how to do these before using them in class.
3. Instruction
GIVE me a fish
and I eat for a day.
TEACH me to fish
and I eat for a lifetime.

Chinese proverb
@ThankYouDiva.com
“Tell me and I forget. Teach me and I remember.

Involve me and I learn.”

- Benjamin Franklin
Guidance— Process

• **PPT** to illustrate
  1) T’s expectation
  2) Requirements
  3) Time duration
  4) Other useful resources (websites, reference...)

My experiences
Guidance—Product

• Final product modeling
• **Worksheets** assisting students to achieve the goal (for final product/speech)
## Guidance—Product

### Bike Tour Oral Presentation

<table>
<thead>
<tr>
<th><strong>Introduce team</strong></th>
<th>Good morning, everyone,</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>members</strong></td>
<td>We’re _<strong>Company</strong>. We’re going to share one bike tour for those who’re interested in <em><strong>Taipei City / New Taipei City</strong></em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The meaning of cycling</strong></th>
<th>For us, cycling is all about ___</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>because</strong></td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Name of Tour or Ride</strong></th>
<th>Therefore, we select the bike path <em><strong>name of bike path</strong></em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>There are three reasons we would like to introduce this bike path to you all.</strong></td>
<td>The first reason is ___</td>
</tr>
<tr>
<td><strong>Next, ___</strong></td>
<td>___</td>
</tr>
<tr>
<td><strong>As for the third reason, ___</strong></td>
<td>___</td>
</tr>
</tbody>
</table>

| **Level** | The level of this bike tour is ___basic / intermediate / advanced___. |

<table>
<thead>
<tr>
<th><strong>Possible customers</strong></th>
<th>And this bike tour is suitable for ___</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>because</strong></td>
<td>___</td>
</tr>
</tbody>
</table>

| **Riding time (hours)** | The riding time of the bike path will take you ___time___ |

| **Trip time (hours)** | We plan that you may spend ___trip time___ taking a look at ___ |

| **Locations of ‘Starting & Stop’ places** | If you plan to enjoy this bike tour, then please notice that ___ is its starting place and ___ is its end. |

| **Costs per person/group** | Also, if you have the budget, each ___person / group___ might spend ___NT $___ |

| **Cycling map** | Here is the map of the bike path. We hope you a happy and pleasant bike tour in ___Taipei City / New Taipei City___. |
My experiences

Important!!!

TIME TO REHEARSE
Before The Curtain Rises
# 4. Self-evaluation + Peer evaluation

## Self-evaluation

**Self-knowledge** *(Meta-cognition)*

## Self-evaluation for the teamwork

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Group number: ______</th>
</tr>
</thead>
</table>

Rate yourself on your performance on the project:

- **5 = Always**
- **4 = Frequently**
- **3 = Sometimes**
- **2 = Rarely**
- **1 = Never**

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was prepared to contribute to the group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I stayed on task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I listened to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I participated in discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I encouraged others to participate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Peer evaluation

Peer-evaluation for the teamwork

Name: ______________________
Your team members: ______, ______, ______, ______, ______, ______

Rate your team members on their performance on the project

<table>
<thead>
<tr>
<th>Needs improvement</th>
<th>Adequate</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team members' names</th>
<th>TM1</th>
<th>TM2</th>
<th>TM3</th>
<th>TM4</th>
<th>TM5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My reflection
"Be a reflective teacher. Honestly look at what you do from time to time. Evaluate the purpose of your role as a teacher." - Robert John Meehan
My Professional Development

• Professional learning community
• Pre-assessment with the aid of technology
• Differentiated analytic rubric for writing
• Self- and Peer-evaluation for cooperative learning
Thank You!