**Grade 8 Assessment Task Sheet**

**GRADE 8 – IB MYP HUMANITIES Unit 3**

**Urban Playground**

**Global Context: Fairness and Development**

**Key Concept: Time, Place, Space**

**Related concepts: Resources, Creativity**

**STATEMENT OF INQUIRY** – As urban environments DEVELOP, DISPARITIES become more apparent.

In your group of three, you are to investigate your Research (How might we…) question. You will be graded using criteria A and B.

Write you research question here:

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1. As a group, decide on how you would like to present the results of your exploration and research.  It could be done as creatively as you like. THINK BIG and THINK DESIGN CYCLE! As you plan on how you would like to present your findings, fill out the following:

**What: *(what are you creating / making to investigate your question?)***

**Key ideas: (*what are the key ideas or points or examples that you will include in the prototype?*)**

**Presentation: *(How will you present your investigation to the class?)***

**Suggestions for a product could be**

**Essay**

**Key note**

**movie**

**Prezi**

**Inspiration**

**Poster**

**3d model**

**Drama**

**ibook**

**Game**

**Podcast**

**Sam animation**

*2.* Now write your Action Plan. Use the template below and ask your teacher for the dates for the timeframe. The Action plan should be completed as a team. Copy the template landscape to a new Word document and enlarge it.

| **Date** | **Steps to success** | **What I will do in the Lesson** | **What will ……**  **do in the Lesson** | **What will ………..**  **do in the Lesson** | **What will my team do for homework** | **Journal comments** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Research |  |  |  |  |  |
| 2 | Research |  |  |  |  |  |
| 3 | Plan |  |  |  |  |  |
| 4 | Create |  |  |  |  |  |
| 5 | Create |  |  |  |  |  |
| 6 | Complete |  |  |  |  |  |
| 7 | Present to class |  |  |  |  |  |

3. Now begin work answering the question by putting the Action Plan into practice and by following the rubric.

**4. Keep a reference list in APA and remember to be Principled with Academic Honesty.**

**Good Luck!**

| Humanities Assessment Criteria: Level 3 (Grade 8) | | | | |
| --- | --- | --- | --- | --- |
|  | **Criteria A** |  | **Criteria B** |  |
| **Knowledge and Understanding** |  | **Investigating** |  |
| **0** | Does not reach a standard described by any of the descriptors below. |  | Does not reach a standard described by any of the descriptors below. |  |
| **1-2** | • makes **a limited attempt** to use **some** relevant terminology  • demonstrates **basic** knowledge and understanding of content and concepts through **some** descriptions and/or examples. | Uses a limited number of the words from the vocabulary list on the Discovery Board in the assessment. The words are used appropriately in a few cases.  Limited factual knowledge of cities is shown.  There is limited understanding of the global context fairness and development. | * formulates a **very general** research question   • **makes a limited attempt** to follow an action plan to investigate a question | The research question is general .  The question allows for limited investigation and different responses.  A limited action plan has been created.  The action plan has been not been followed.  A limited investigation has been conducted with members of the team contributing unequally to the final product.  There is a limited answer to the research question which could be a ‘solution’ or it could be an exploration of the issues raised by the question. |
| **3-4** | • uses **some** humanities terminology **appropriately**  • demonstrates knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples. | Uses some of the words from the vocabulary list on the Discovery Board in the assessment. The words are used appropriately in some cases.  Some Factual knowledge of cities is shown through explanations and descriptions of the problems or benefits of cities.  There is simple understanding of the global context fairness and development. | * formulates an **adequate** research question   • **partially** follows an action plan to investigate a research question | The research question is adequately focused on the problems or benefits of cities .  The question allows for partial investigation and different responses.  A partial action plan has been created.  The action plan has been partially followed.  A partial investigation has been conducted with members of the team contributing unequally to the final product.  There is a partial answer to the research question which could be a ‘solution’ or it could be an exploration of the issues raised by the question. |
| **5-6** | • uses **relevant** humanities terminology **accurately**  • demonstrates **good** knowledge and understanding of content and concepts through descriptions, explanations and examples. | Uses most of the words from the vocabulary list on the Discovery Board in the assessment. The words are mostly used appropriately.  Factual knowledge of cities is shown through good explanations and good descriptions of the problems or benefits of cities.  There is substantial understanding of the global context fairness and development. | * formulates a **clear** research question   • **satisfactorily** follows an action plan to investigate a research  question | The research question is somewhat focused on the problems or benefits of cities.  The question allows for satisfactory investigation and different responses.  A satisfactory action plan has been created.  The action plan has been satisfactorily followed.  An investigation has been conducted with all members of the team contributing something to the final product.  There is a satisfactory answer to the research question which could be a ‘solution’ or it could be an exploration of the issues raised by the question. |
| **7-8** | • uses **a range** of humanities terminology **accurately** and **appropriately**  • demonstrates **detailed** knowledge and understanding of content and  concepts through **thorough** descriptions, explanations and examples. | Uses all the words from the vocabulary list on the Discovery Board in the assessment. The words are used appropriately.  Factual knowledge of cities is shown through detailed explanations and accurate descriptions of the problems or benefits of cities.  There is detailed understanding of the global context fairness and development. | • formulates a **clear** and **focused** research question  • follows an action plan **effectively** to investigate a research question | The research question is focused on the problems or benefits of cities.  The question allows for investigation and a range of responses.  An effective action plan has been created.  The action plan has been followed.  An effective investigation has been conducted with all members of the team contributing equally to the final product.  The product and presentation make an effective answer to the research question which could be a ‘solution’ or it could be an exploration of the issues raised by the question. |