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**8th Grade Alternative Assessment**

**Believe it or Not!**

**Objectives**: Students will work in groups of 4-5 students to research a story, event, place… that is stranger than fiction!

**Assignment:** Go to a website such as Ripley’s Believe it or Not and select a research topic. For example: an unbelievable story or event, a famous haunted house, a magic trick, an unusual place or person… Answer the four questions below. Each part must be 50-60 words. Your project should also include relevant images. We will have time during the lessons in the computer room.

When you finish your research, create a game, a quiz or a demonstration such as a magic trick to show your classmates.

You will also do an **oral presentation** using a PowerPoint/Canva/ poster/folder/album… with visuals.

Relate to the following:

1. A description of the topic
2. The history behind your topic
3. What makes it so unusual or unbelievable
4. Reflection: Why you found it interesting, what enjoyed learning…(each student writes their own answer)

**Jr. High Alternative Assessment Rubric**

| **CATEGORY** | **15-20** | **10-14** | **5-9** | **0-4** |
| --- | --- | --- | --- | --- |
| **Required Elements**  /20 | The project includes all required elements and information. | Most of the required elements and information are included. | Some of the required elements and information are included. | Few of the required elements and information are included. |
| **Visuals**  /20 | All visuals are related to the topic and make it easier to understand. | Mostly used visuals that are related to the topic and make it easier to understand. | Sometimes used visuals related to the topic. | Few visuals are included which relate to the topic. |
| **Organization and Creativity**    /20 | The project is organized, and attractive in terms of design, layout, and neatness. | The project is mostly organized and attractive in terms of design, layout, and neatness. | The project is somewhat organized and attractive in terms of design, layout, and neatness. | The project is not organized and is messy or poorly designed. |
| **Language**  /20 | There are no/ very few grammatical/mechanical mistakes in the project. | There are a few grammatical/mechanical mistakes in the project. | There are quite a few grammatical/mechanical mistakes in the project. | There are many grammatical/mechanical mistakes in the project. |
| **Participation**  **(Individual)**  /20 | Effectively used the time given and contributed to the group. | Mostly used the time given and mainly contributed to the group. | Somewhat used the time given and partially contributed to the group. | Hardly used the time given and rarely contributed to the group. |

**Oral Individual Presentation**

| **Criteria** | **Number of Points** | | | | |
| --- | --- | --- | --- | --- | --- |
| **Content** | 50 | 40 | 30 | 20 | 10 |
| Presentation is clear and well organized.  Student shows knowledge of the content without having to read. |  | Presentation is mostly comprehensible and organized.  Student shows some knowledge of the content and reads at times. |  | Presentation is not clear and lacks organization.  Student does not show knowledge of the content and mostly reads. |
| **Accuracy** | 50 | 40 | 30 | 20 | 10 |
| Correct sentence structure.  Rich and varied vocabulary.  Good pronunciation. |  | Correct sentence structure most of the time.  Mostly appropriate vocabulary.  Adequate pronunciation. |  | Incorrect sentence structure most of the time.  Limited vocabulary.  Poor pronunciation. |

**Checklist**

| 1. We wrote a full description of our topic |  |
| --- | --- |
| 1. We explained the history behind our topic |  |
| 1. We explained what makes it unusual or unbelievable |  |
| 1. Each person wrote their own reflection |  |
| 1. Each portion has 50-60 words and images |  |
| 1. We made a game, quiz or demonstration |  |
| 7. We prepared our presentation |  |