

USING CHOICE FOR ASSIGNMENTS, HOMEWORK AND ASSESSMENTS ("THE PROFILER" AND "SHOW AND TELL")



THE PROFILER

What is "The Profiler"?

- A way to assess and provide activities geared toward the different intelligence types/learning profiles represented in the classroom
- A means of providing students with connections to the working world, as well as with roles and/or audiences for their work
- A tool useful for introducing new material or synthesizing previously learned material

Theory behind "The Profiler"

Howard Gardner – Intelligence Types and Entry Points

- Suggests 8 different types of intelligence preferences or strengths (visual-spatial; logical-mathematical; verbal-linguistic; musical-rhythmic; bodily-kinesthetic; interpersonal; intrapersonal; naturalistic)
- Asserts that these strengths affect how children take in information, solve problems, and express learning (children with different strengths do so in different ways)
- Believes that using these intelligence preferences as "entry points" (or even exit points) can allow children to tap into their strengths, interests, and prior experiences, thus enhancing "motivation, success, and understanding"

The Parallel Curriculum by Tomlinson, Kaplan, Renzulli, Purcell, Leppien & Burns (2002)

"A well designed product assignment produces tangible evidence of student learning. ...Exemplary products are closely aligned to content goals, authentic (i.e., represent ways in which a professional in a domain would work), efficient, equitable, and diagnostic. ***They provide an opportunity for students to link their own interests and talents with content goals or to extend their range on interests and abilities***" (p. 61, ***emphasis added***).

How People Learn (2000) The National Research Council

"Ideas are best introduced when students see a need or a reason for their use—this helps them see relevant uses of knowledge to make sense of what they are learning. Problem situations used to engage students may include ... the relationship of that domain to other domains, or the uses of ideas in that domain" (p. 139).

How to Create a Profiler Assignment

The teacher.....

...selects the knowledge, skills, and essential understandings (learning targets) that he or she would like students to either 1) begin to explore, or 2) synthesize and demonstrate mastery of.

...looks at these learning targets and finds learning modes through which students could demonstrate this learning.

...selects jobs/occupations that are associated with the different learning profiles....

Examples of intelligence preferences and associated jobs/occupations

Visual-Spatial – ***Artist, Cartoonist, Magazine layout editor***

Logical-Mathematical – ***Architect, Engineer, Mathematician***

Interpersonal – ***Counselor, Tour Guide, Teacher***

Musical/Rhythmic – ***Songwriter, Performing Artist***

Verbal-Linguistic – ***Writer, Commentator, Announcer***

Bodily-Kinesthetic – ***Actor, Builder***

Intrapersonal – ***Poet, Songwriter***

Naturalistic – *Forest Ranger, Botanist*

- Remember that many intelligence preferences overlap with one another, and most students have more than one preference;...therefore, it is not necessary to use them all! Simply select those that are most conducive to the demonstration of your learning goals.
- Create several product assignment options in which students assume the role of a professional in order to demonstrate the learning outcomes you've targeted.

Options:

Group Orientation: Students can work individually, in groups, or be given the choice. Some preferences are more conducive to group work than others; you may want to alert students to this when they are selecting their preferences

Readiness Level: You can make two versions of each “profession” you choose to target – one for on or below grade level, and one for on or above grade level. Students still receive their choice of “profession,” but you assign them the product option that matches their readiness level. You can explain the differing assignments by emphasizing the need for “variety” in the classroom; just make sure the tasks are equally engaging and respectful.

Examples that follow:

Science – Task card for individual students or for groups as they work on learning targets using The Profiler during a unit on DNA (Credit to Nick Bihler – Kentwood)

ELA – A journal entry warm-up using The Profiler during a novel study – *Ender's Game* (Credit to Chris Mayer – student)

Social Studies – The Profiler is used as students demonstrate their understanding and knowledge of what life in a factory was like, and how workers were trying to improve their conditions and pay (Credit to Tad VandenBrink – East Grand Rapids).

Protein Synthesis Profiler Activity

Targets

- I can explain the process of protein synthesis (transcription and translation).
- I can explain the role of the mRNA, ribosome, and tRNA.

You have completed the protein synthesis flow chart draft and are one step closer to deciphering the immortal jellyfish protein. Before being granted access to the immortal jellyfish protein, you must show your mastery of protein synthesis by completing one of the following four challenges. You may select the challenge that fits your learning strengths and preferences.

As you work to complete the challenge, you may refer to your flow chart, Zunal webquest resources, and our Voicethreads that have been collectively built by you and your fellow classmates.

Please refer to the rubric to ensure that your project meets the required targets. *Note... You will use the same **rubric** you used to build your draft flow map. Now that you have received feedback, use the same rubric to show mastery.*

As always, please let me know if you have any questions, comments or concerns.

Good Luck,

Mr. B



Protein Synthesis Musicians

Your goal is to write and perform a song (any style of music) explaining the process of protein synthesis.

Your musical performance must:

- Include at least one verse about transcription.
- Include at least one verse about translation.
- Include a chorus about the importance of protein synthesis.
- Make your song memorable by using a familiar tune. There are several examples of students who have used contemporary songs as bases for their project. Checkout the following videos:
 - <http://www.youtube.com/watch?v=ckZE5taX4>
 - http://www.youtube.com/watch?v=wK0_3xrqQVo

You must perform the song. Choreography is optional. Feel free any additional sound effects. If you work efficiently, you may be able to record the song and play the recording for the class, rather than performing the song live. Although your song can be fun, *your song must accurately reflect the process of protein synthesis.*

Remember, as you work to complete the challenge, you may refer to your flow chart, Zunal webquest resources, and our Voicethreads that have been collectively built by you and your fellow classmates.

<http://zunal.com/webquest.php?w=233895>



Protein Synthesis Writers

Your task is to create an instructional manual explaining the key steps of protein synthesis. You are welcome to complete you manual using a multitude of formats including but not limited to:

Electronic: Snapguide; Google Doc

Handmade: Pamphlet; Guide; Instruction Manual

Your instructional manual/guide must:

- Explain the importance of protein synthesis.
- Provide an informative explanation to each step of transcription.
- Provide an informative explanation to each step of translation.

Remember, as you work to complete the challenge, you may refer to your flow chart, Zunal webquest resources, and our Voicethreads that have been collectively built by you and your fellow classmates.

<http://zunal.com/webquest.php?w=233895>



Protein Synthesis Builders

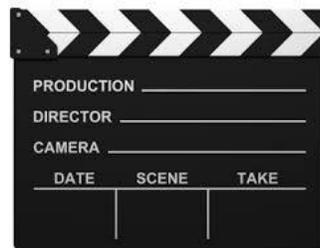
Your job is to build a “Sculptee” protein synthesis model. You will be provided enough Sculptee to create all of the necessary parts of protein synthesis. Once you have completed the construction of you model, you are to use the model to demonstrate the process of protein synthesis. You will be required to demonstrate the process to your classmates.

Your model and demonstration must:

- Explain the importance of protein synthesis.
- Provide an informative explanation to each step of transcription.
- Provide an informative explanation to each step of transcription.

Remember, as you work to complete the challenge, you may refer to your flow chart, Zunal webquest resources, and our Voicethreads that have been collectively built by you and your fellow classmates.

<http://zunal.com/webquest.php?w=233895>



Protein Synthesis Actors

Your job is to create and perform a skit acting out the process of protein synthesis. Your performance should accurately explain the process of protein synthesis. If you would like, select a theme (action, adventure, TV show) to support your performance.

Your acting performance must:

- Explain the importance of protein synthesis.
- Provide an informative explanation to each step of transcription.
- Provide an informative explanation to each step of transcription.

Remember, as you work to complete the challenge, you may refer to your flow chart, Zunal webquest resources, and our Voicethreads that have been collectively built by you and your fellow classmates.

<http://zunal.com/webquest.php?w=233895>



Protein Synthesis Artists

Create a poster – or series of posters – that clearly illustrates the process of protein synthesis. You may select from any of supplies in the closet and cabinets to design and create your “process of protein synthesis art.”

. Your posters should depict:

- Explain the importance of protein synthesis.
- Provide an informative explanation to each step of transcription.
- Provide an informative explanation to each step of translation.

Remember, as you work to complete the challenge, you may refer to your flow chart, Zunal webquest resources, and our Voicethreads that have been collectively built by you and your fellow classmates.

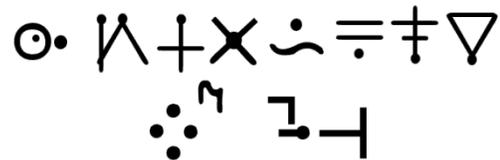
<http://zunal.com/webquest.php?w=233895>

***Ender's Game* Communication Profiler**

The world has been visited by its first (publically) known alien race! Unfortunately, no one has been able to figure out how to communicate with them. Except you... The world wants to know, by what means did you communicate and what did you say?

Communication Builders:

Did you break their alphabetic code and make a sign? If you choose this option, create an alien alphabet (code) and write out a message along with the response you received. You may either translate the message for us into English or provide the code.



Communication Musicians:

Did you find a way to use tones to communicate? If you choose this option, move to one of the computers in the back of the room. Log onto *finale* and compose a short song along with a short reply. Please translate what the series of notes meant.

Communication Writers:

Did you come in contact and work through the language barrier? Write a short account about your encounter with the alien. Explain how you began understanding each other. End with what message you asked "it" to bring back and how "its" race responded.



Student Objectives

Know-

I know communication is a common issue in science fiction that must be resolved.

Understand-

I understand how first impressions can effect a relationship.

I am able to-

I am able to create a piece of science fiction.

Communication profiler is a Journal Entry warm-up. Each of the options may be polished and included as one of the multi-genre pieces of the Unit Final Project. In this case, it would be assessed based on the Multi-Genre project rubric. As it stands, the Journal entries are assessed on a complete/incomplete basis weekly.

Course: High School United States History

Unit: Industrialization and Urbanization

Unit Objectives:

As a result of this unit, students will KNOW:

- Who key leaders were within the labor union movement and their impact on improving working conditions.

As a result of this unit, students will UNDERSTAND:

- Labor unions formed in response to the practices of big business, such as low wages and questionable working conditions.

As a result of this unit, students will BE ABLE TO:

- Evaluate the different responses of labor to industrial change.

Assessing:

Students will be assessed on their ability to effectively demonstrate their understanding and knowledge of what life in a factory was like, and how workers were trying to improve their conditions and pay. No matter what task is chosen, this will be the focus of scoring.

Additional Information:

The below links will be provided on Schoology so that students can learn more about life in a factory/laborer during this time period.

http://www.pbs.org/wgbh/amex/carnegie/sfeature/mf_steelworker.html

<http://explorepahistory.com/story.php?storyId=1-9-15&chapter=2>

<http://www.encyclopedia.com/doc/1G2-3406401046.html>

Response to Big Business

The rise of big business also led to the rise of labor unions. These unions worked to organize laborers so that they could collectively work towards better working conditions. Two of the most well know labor unions during this timer period were the Knights of Labor and the American Federation of Labor. Together, along with many other unions, these organizations worked for better working conditions and better pay.

For this assignment you are going to put yourself into the shoes of a laborer in the late 1800s. Depending on your learning interest, complete **ONE** of the below tasks. You will have the duration of the class to work on it, and it will be due **TWO** classes from now.

Learning Preference	Tasks
<p>Artist</p> 	<p>Create a poster that could be placed on the door of the union office at your job site. The goal of the poster is to communicate what workers want—higher pay and better conditions at the job site. The poster must be on an 11X14 piece of paper. See me once you complete a rough draft.</p>
<p>Builder</p> 	<p>You have been asked by the union leader to build a model replica of your work site and to use it in a presentation at the next community meeting. The goal is to show others in the community what life in your work site is like, and to rally public support for the union. Draw out what your model will look like, and then it'll have to be completed at home.</p>
<p>Tour Guide</p> 	<p>A member of Congress is coming to your work site to examine the conditions. You have been selected to give the member of Congress a tour. Put together a tour itinerary of the places you want to show him (for this choice, assume you are working in a steel mill, dealing with hot molten iron-ore and other equipment). Make it your goal that this member of Congress goes back to Washington DC to fight for new legislation to help workers!</p>
<p>Musician</p> 	<p>Life in the factory can get pretty boring, and one of the things workers do to pass time is sing. Write a catchy song that you and your co-workers can sing that describes your working conditions and what improves you want as a laborer.</p>
<p>Writer</p> 	<p>You have been contacted by a local newspaper and been asked to write a opinion piece in the Sunday paper about working conditions at your job site. Write a 750-800 work article about the conditions and what improvements you want to see.</p>

******For some of these you may need to do additional research on what life was like on the job during this time period. See the links on Schoology to learn more******

SHOW AND TELL



- All students work on the same TASK. However, students will show and tell what they know about the task in different ways.
- The top row of the board signifies how students will SHOW what they know about the task.
- The bottom row of the board signifies how students will TELL what they know about the task.
- Students choose one element from the topic row and one element from the bottom row to SHOW and TELL what they know about the task.

Idea from Diane Heacox – *Making Differentiation a Habit*

Examples (please see below):

Science – An assignment about the history of the discovery of DNA (Credit to Nick Bihler – Kentwood)

Social Studies – An assignment about the impact immigrants had on city life (Credit to Tad VandenBrink – East Grand Rapids)

DNA History Show and Tell Board

Learning Targets:

- I can explain the role of each scientist who determined that is the molecule responsible for heredity.
- I can explain the role of each scientist who contributed to the discovery of the structure of DNA.

Task: Create a timeline that accurately depicts and explains the discoveries of Fredrick Griffith, Erwin Chargaff, Rosalind Franklin, and Watson and Crick. Be sure to explain whether the scientists' discoveries contributed to the discovery of the function or structure of DNA.

Show	Create a Dipity timeline that showing the 4 major scientists who contributed to the discovery of DNA's structure and function.	Create a Voicethread biography timeline showing each of the 4 scientists who contributed to the discovery of DNA's function and structure.	Create a Thinglink timeline (indicate order) showing each of the 4 major scientists who contributed to the discovery of DNA's structure and function.
Tell	Explain how the contribution of each scientist contributed to the discovery of DNA's structure or function by writing descriptive sentences.	Explain how the contribution of each scientist contributed to the discovery of DNA's structure or function by creating a video or audio recording using Voicethread.	Explain how the contribution of each scientist contributed to the discovery of DNA' structure or function by writing descriptive paragraphs.

Show and Tell Board Rubric

Target	5	3	1
I can explain the role of each scientist who contributed to the discovery of the function and structure of DNA.	I have accurately explained the discoveries of Erwin Chargaff, Rosaline Franklin, and Watson and Crick and described how their findings lead to the understandings of DNA's structure.	I have partially explained some of the discoveries of Erwin Chargaff, Rosaline Franklin, and Watson and described how their findings lead to the understandings of DNA's structure.	I have explained the discoveries of Erwin Chargaff, Rosaline Franklin, and Watson and Crick and described how their findings lead to the understandings of DNA's structure, however, only a small portion of my explanation is correct.
I can explain the role of each scientist who determined that DNA is the molecule responsible for heredity.	I have accurately explained the discoveries of Fredrick Griffith and Oswald Avery and described how their findings lead to the understandings of DNA's function.	I have partially explained the discoveries of Fredrick Griffith and Oswald Avery and described how their findings lead to the understandings of DNA's function.	I have explained some of the contributions that lead Fredrick Griffith and Oswald Avery to the understanding of DNA's function, however, only small portion of my explanation is correct.

Urbanization Show N' Tell

Please take out your Intelligence Artifact for the below "I Can..." statement!

Directions: You have now read in the textbook an introduction to immigration to the US in the late 1800s and early 1900. Using what you learned in the reading and through the completion of your Intelligence Artifact, complete the below Show N' Tell.

OBJECTIVE: *Evaluate the impact immigrants had on city life during the late 1800s and what their life was like.*

SHOW	Create a brochure advertising what life in the United States is like that could be used to convince more immigrants from Europe to make the trip.	Create a newspaper article that documents life in one of the "mini" cultural neighborhoods in the big city.	Create a PowerPoint or Prezi presentation that outlines the different opportunities immigrants had at the Settlement Houses that were established in major cities across the US.
TELL	Write a paragraph describing life in the city as an immigrant <i>from the perspective of an immigrant living in a tenement house.</i>	Write a paragraph describing the life of an immigrant living in the United States <i>from the perspective of those living in Europe hoping to immigrate to the United States.</i>	Write a paragraph describing the live of an immigrant <i>from the perspective of a wealthy "native" American.</i>

Formative Scoring Rubric

	Excelling	Progressing	Beginning
SHOW	Student has completed the task thoroughly by creating the specific artifact and providing historically accurate evidence showing that he/she understands the objective and content.	Student has completed the task to an acceptable level creating the specific artifact and providing some historical evidence, but does not demonstrate a full understanding of the content.	Student has completed the task at a level that demonstrates he/she does not fully understand the content, or did not take the necessary time to complete the task.
TELL	The student clearly understands how perspective played a role in describing life in the city from the chosen option clearly and accurately.	The student may not fully grasp how perspective played a role, but does provide some insight into how the chosen perspective had an impact on the situation.	The student did not fully complete the task or gave an explanation that was not completely accurate.