**Curriculum Embedded Performance Assessment (CEPA)**

You have just moved into your new house at the bottom of a hill, and you receive an alert that you are in a flood zone!  This means that when it rains, water will flow down the hill into your backyard--maybe even into your house!  You have to come up with a design to keep your house safe from flooding, as well as an emergency action plan to ensure you, your family, and your pets can be safe in the event of a flood-related emergency.  The design should focus on minimizing cost and damage to your home. Teacher can decide whether students should build a real model or just have a written report. Teachers can brainstorm other materials for models, and can refer to Materials list for ideas.

**Materials:**

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| --- | --- |
| **Materials** | **Amount** |
| Popsicle sticks | 250 |
| Plastic wrap | 1 roll |
| Rocks | (approximate for class) |
| Clay / Play-doh | 10 containers |
| Cardboard | (approximate for class) |
| Balsa | (approximate for class) |
| Cotton balls | 2 bags |
| Sponges | (approximate for class) |

Students should:

1.   Prepare an oral or written report

a.    Read background information on flooding and choose the best material to prevent flooding.

b.   Describe their emergency action plan, including escape routes, supplies, etc.

c.    Explain three negative effects of flooding

2.   Prepare a diagram

a.    Construct a diagram that helps keep the model of their house safe label all materials and  areas.

b.   explain their design choice orally or in writing

Students will be graded on the effectiveness of their design, choice of design materials, and explanation of choice of design, and completion of independent work.

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| **Written  or Oral report** | **4 Exceeds expectations** | **3 Meets expectations** | **2 Developing** | **1 Emerging** |
| Topic/idea development  *Introduces and organizes the topic and ideas, provides key details, and may include visuals* | Full/rich topic development  Logical organization  Strong supporting details  Thorough explanation of materials, cost, and design | Adequate topic development  Adequate organization  Adequate supporting details  Adequate explanation of design | Rudimentary topic development  Basic organization  Basic supporting details  Basic explanation of design | Little/weak topic development  Weak organization  Weak supporting details  Weak explanation of design |
| Content understanding  *Knowledge of extreme weather and related conditions, impact or effect on people’s lives, appropriate method for reducing impact* | Rich depth of concept understanding and application  Multiple methods for reducing impact | Accurate and appropriate description of conditions and extreme weather  Appropriate method for reducing impact | Generally accurate and sufficient description; minor errors  Relevant method for reducing impact | Little or weak understanding of concepts; many errors or misconceptions  Method for reducing impact unlikely to help |
| Evidence from the text  *Refers to text (quotations, paraphrases); includes evidence for assertions and information* | Logical and/or persuasive use of evidence | Adequate use of relevant evidence | Basic or simple use of evidence | Little or weak use of evidence |
| ***Diagram of Design*** |  |  |  |  |
| *Diagram of  Design* | Highly creative,  exceptional  diagram  All labels are  present and neat. | Creative diagram  Most labels are  present and  neat. | Diagram  appearance  meets lesson  requirements  Some labels | Diagram  appearance  shows least effort  required  Few Labels |