Chronic Absenteeism

5th Grade

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Introduction:

Absenteeism is a chronic problem at PS 149 and greatly affects students and families. The COVID 19 Pandemic has made this absenteeism problem even more difficult to combat, and it is my hope that through this WebQuest we can work to solve this problem together!

TASK

Our task is to first educate students and families about the effects of chronic absenteeism, and then work together to find strategies and incentives that will combat the absenteeism problem at PS 149. You will be broken into small groups and you will work together to create a PowerPoint and presentation on this major problem
and how we can reduce it at PS 149!

STEPS OF THE PPA

1. Define the problem
2. Gather the Evidence
3. Identify the Causes
4. Evaluate an Existing Policy
5. Develop Solutions
6. Select the Best Solution (feasibility vs. effectiveness)

FINAL PRODUCT:

Students will be asked to create an oral presentation accompanied by a PowerPoint. The PowerPoint should have at least 8 slides, and the presentation should be at least 4 minutes long. The PowerPoint presentation should include all 6 steps of the PPA. Students will complete the 6 PPA worksheets, and can use the additional resources below to complete this project.

PROCESS:

1.) Students will be split into groups of 3 - 4.
2.) Students will then work together to complete all of the PPA worksheets below, the information from each worksheet should be transferred to a PowerPoint slide.
3.) _Define the problem_
4.) _Gather the evidence_
5.) _Identify the causes_
6.) _Evaluate an existing policy_
7.) _Develop solutions_
8.) _Select the best solution_
9.) Once the students have created their PowerPoint, they will pick one student that will present their PowerPoint and solutions to the entire class in a 4 minute presentation.

RESOURCES:

https://www.schools.nyc.gov/school-life/school-environment/attendance

https://www2.ed.gov/datastory/chronicabsenteeism.html

https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/

https://www.epi.org/publication/student-absenteeism-who-misses-school-and-how-missing-school-matters-for-performance/

EVALUATION

Students will be graded using the two rubrics below. One for the PowerPoint and one for the oral presentation.

	5	4	3	2	1
Content	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting	Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.	Presentation has no flow. No tools used. Insufficient number of slides.
Slide Transitions	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.
Pictures, Clip Art & Background	Images are appropriate. Layout of images is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.

Category	Excellent (4)	Great (3)	Good (2)	OK (1)
Time Limit	Presentation is 4 minutes long	Presentation is 3 minutes long	Presentation is 2 minutes long	Presentation is less than 1 minutes OR more than 5 minutes long
Content	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic well
Preparedness	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals	Student is somewhat prepared but it is clear that rehearsal is lacking	Student does not seem at all prepared to present
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try generate enthusiasm about the topic	Very little use of facial expression or body language Did not generate much interest in the topic being presented
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words	Speaks clearly and distinctly all (100-95%) the time but and mispronounces a few	Speaks clearly and distinctly most (94-85%) the time and mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than a few words

CONCLUSION

Students have learned a lot about the steps it takes to combat chronic absenteeism in their schools. It is our hope that you will take the skills that you learned today and help effect change in your school community!

STANDARDS

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)