

## "Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life"

16-year-old Abby Sunderland attempted to sail around the world, but her boat crashed in a storm.

By Paul Harris, The Guardian, 2010



A teenage girl attempting to sail solo around the world was rescued yesterday in a remote spot of the Indian Ocean, bringing to a successful conclusion the dramatic bid to save her life.

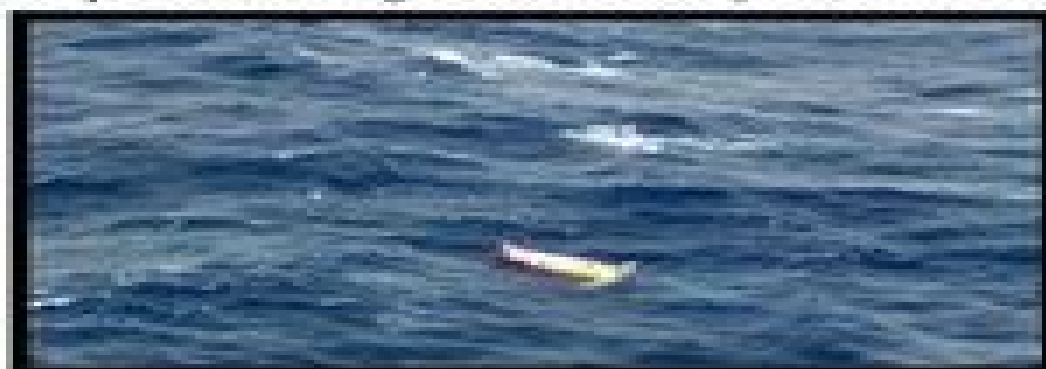
Sixteen-year-old American Abby Sunderland was picked up from her stricken vessel by a dinghy launched from the French fishing boat *Be de la Renion*.

Her father, Laurence Sunderland, speaking to reporters outside their California home, said his daughter was safe and well: "She got out of her vespel with the clothes on her back, and we are just really excited and ecstatic that Abigail is in safe hands. She was in good spirits."

However, the same cannot be said of Sunderland's yacht, *Wild Eyes*. The vessel was apparently pounded by gigantic waves that had destroyed its mast, which in turn knocked out her satellite communications equipment. The yacht was then effectively left floundering midway between Africa and Australia. It is likely to be allowed to sink.

Sunderland had activated an emergency beacon which started a huge search and rescue operation involving Australia, America and France. Numerous ships became involved in the hunt, as well as a chartered jet which spotted the teenager late on Thursday. Sunderland was able to radio the plane and say report that was fit and had food and water supplies.

Though the search for Sunderland ended happily, it has caused a debate on the wisdom such young sailors making dramatic and dangerous journeys. Sunderland was



# Middle School Performance Tasks Ela

**Karin Hess**



## **Middle School Performance Tasks Ela:**

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guide to develop a performance based curriculum based on language arts standards recommended by the National Council of Teachers of English and the International Reading Association Take your students beyond knowledge and basic skills by teaching them to be accountable for showing what they are learning Using this performance orientation requires your students to apply their knowledge in a learning performance you can both observe and measure Educators parents business and industry leaders and community members throughout the nation want students to be able to demonstrate what they learn Shifting the focus from knowing to showing means your instruction curriculum assessment evaluation and reporting will be oriented around these learning performances Performance Based Curriculum for Language Arts offers you a framework for a logical incremental transition to a performance based orientation Provides performance benchmarks to assess progress at Grades 3 5 8 and 12 The performance benchmarks will help you organize what you teach around a clear set of content concept standards organize how you teach by emphasizing what students need to do with what they know focus your instruction around the six major strands of language arts listening speaking reading writing viewing and representing center your students on what they will need to demonstrate in a formal evaluation of their learning and communicate to parents your clear and rigorous academic focus on performance based education Also includes templates you can customize and use for teaching your students to show what they know and technology connections to apply measurable performance based learning to computer aided classrooms

**How to Assess Authentic Learning** Kay Burke, 2009-10-07 Create assessments that meet state standards and target students learning needs In this revised edition of her bestseller Kay Burke provides a wide range of easy to implement alternative assessments that address today s accountability requirements Designed for use across all content areas these formative assessments are rooted in the language of state standards and emphasize differentiating instruction to meet students diverse learning needs Updated research and examples help K 12 teachers Build Response to Intervention checklists for struggling students Develop unit plans using differentiated learning and assessment strategies Create portfolios that emphasize metacognition Design performance tasks that motivate and engage students Construct rubrics that describe indicators of quality work Create tests that focus on higher order thinking skills

Resources in Education ,2000

**A Local Assessment Toolkit to Promote Deeper Learning** Karin Hess, 2018-02-28 Build assessments you can really use Unlock the how when what and why Watch your system become greater than its parts by building local capacity through common language and deeper knowledge of assessment components For years educators have turned to the Hess Cognitive Rigor Matrices CRM Now for the first time the modules are packaged into one resource to help you evaluate the quality and premise of your current assessment system Designed as a professional development guide for long term use by school leaders five content rich topic based modules Offer field tested teacher friendly strategies for local school test development Can be used for individual or professional development opportunities Allow for sequential or non sequential use

*Common Core Math Activities, Grades 6 - 8* Karise

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