

9.3 Performance Assessment

Introduction

In this Performance Assessment, students revise, enhance, and publish their research paper from Unit 3. Each student publishes their final research paper, enhanced using technology to display information, on an openly accessible web site such as a class or school blog. Students are enriching their research paper with multimedia components (hyperlinks, images, graphics, animation, charts, graphs, video and audio clips, etc.). Detailed instructions for the five lesson tasks are below. This performance task is evaluated using the 9.3 Performance Assessment Checklists.

Prompt

Over the course of this module, you have analyzed information presented in both print and multimedia formats. You have deepened your understanding of a topic through research, and have presented your analysis in a formal research paper. Now you should work to enhance that analysis, and subsequently publish it online in a class blog. You should organize the information by making effective use of the available multimedia components (hyperlinks, images, graphics, animation, charts, graphs, video and audio clips, etc.), such that readers can follow the line of reasoning.

Publish a version of your research paper on the class blog, using various multimedia components to enhance the reader's understanding of your findings. Take advantage of technology's capacity to link to other information and display it flexibly and dynamically.

- ① Though this Performance Assessment assumes a class blog, consider using other forms of self-publication based on feasibility and access to internet/technology. Depending on the resources available, consider having students create a multimedia document within Microsoft Word; a voiceover presentation using VoiceThread; a multimedia PDF; or a multimedia document in Google Drive.

Process

The module Performance Assessment requires students to revise and edit their research paper based on teacher feedback using the Research Paper Rubric and the Informative and Explanatory Writing Checklists; review the claims they made in their research paper; reassess sources connected to claims for usable multimedia (e.g. video, pictures, graphs) to support claim(s); search for other multimedia to support claim(s); and/or create their own multimedia publication components (e.g., graphs, pictures, voiceover recordings). Students synthesize and incorporate all of these multimedia components into their enhanced research product in a format to be determined by the teacher. The final product should not simply reproduce their research paper visually; it should enhance their analysis, leveraging digital media to offer a different lens through which to understand the research.

Lesson 1

Display and distribute the prompt for the Performance Assessment so that students know the goal of their work. Before beginning the prompt, students review their research paper based on teacher feedback and make any necessary edits, using the Research Paper Rubric and the Informative and Explanatory Writing Checklists as guides.

- ① Revising the research paper based on End-of-Unit feedback should take an entire lesson. However, if students finish early, they can begin to identify evidence and claims made prior to this lesson that can be enhanced by digital media.
- ① **Differentiation Consideration:** Consider providing verbal, one-on-one feedback in addition to written comments.

Lesson 2

Students begin to identify evidence and claims made prior to this lesson that can be enhanced by digital media. Students evaluate, gather, and/or create relevant multimedia based on the evidence and claims they identified in their research paper. Students should not be finding new information or making new claims; rather, they should be evaluating the information they have already gathered in a new and relevant way. For example, a student who devoted time to describing a complex study might consider incorporating a graph to enhance the presentation of the study. Students may also include hyperlinks within the text to relevant outside sources.

Lesson 3

Students begin to work on their published product, pulling together all the relevant multimedia supplements they have found in their sources and elsewhere, and working to create other multimedia supplements (graphs, etc.) if necessary.

- ① Assuming many students may not know how to publish a blog post, the majority of this lesson can be devoted to instructing students how to log in, format text, insert hyperlinks and images, and embed video as needed. Learning to use technology strategically involves learning the nuts and bolts of software. Those students who already feel comfortable in this medium are free to begin working on their post.

Lesson 4

Students continue to work on their published product, pulling together all the relevant multimedia supplements they have found in their sources and elsewhere, and working to create other multimedia supplements (graphs, etc.). Students should focus on organizing the information effectively while making use of the available multimedia components (hyperlinks, images, graphics, animation, charts, graphs, video and audio clips, etc.), such that readers can follow their line of reasoning.

In this lesson, students should also work to format the title of their post, and tag it with any relevant keywords (e.g., animals, intelligence, Grandin, Duke). Students should make sure to keep their work as an unpublished draft before it is polished and ready for publication and assessment.

Lesson 5

Students finalize their published product/blog post, pulling together all the relevant multimedia supplements they have found in their sources and elsewhere, as well as those they may have created. Students should review and revise the published product/blog post for any formatting errors, typos, or broken links; ensure the post is “live” and accessible via internet; and ensure the keyword tags for their post are relevant. Students should “preview” their post multiple times before publishing it, as the initial published product is assessed and no further edits are permitted.

Standards assessed: W.9-10.2, W.9-10.5, W.9-10.6

9.3 Performance Assessment Standards Assessed

Performance Assessment Standards Assessed

- **CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - **CCSS.ELA-Literacy.W.9-10.2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - **CCSS.ELA-Literacy.W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - **CCSS.ELA-Literacy.W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - **CCSS.ELA-Literacy.W.9-10.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - **CCSS.ELA-Literacy.W.9-10.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - **CCSS.ELA-Literacy.W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9.3 Performance Assessment Checklist (Student)

	Did I...	✓
Incorporating Feedback (Research Paper Final Draft*)	Revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose and audience?	<input type="checkbox"/>
	Attend to any necessary revisions and adjustments to the paper's introduction, organization, development, cohesion, use of precise language and domain-specific vocabulary, maintenance of a formal style and objective tone, and conclusion?	<input type="checkbox"/>
	Incorporate all of the feedback from the evaluation of the End-of-Unit Assessment (final draft of research paper)?	<input type="checkbox"/>
Enhancing & Publishing (Enhanced Published Product*)	Enhance my research paper with information displayed flexibly and dynamically (e.g., use multimedia, hyperlinks, graphics, etc.), taking advantage of technological capacity?	<input type="checkbox"/>
	Publish an enhanced final draft (via posting it on internet)?	<input type="checkbox"/>

*Note there are a variety of standards (e.g., W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9.a,b) involved in the process of creating and finalizing both products in this Performance Assessment.

9.3 Performance Assessment Feedback (Teacher)

	Did student...	Notes/Feedback
Incorporating Feedback (Research Paper Final Draft*)	Revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose and audience?	
	Attend to any necessary revisions and adjustments to the paper's introduction, organization, development, cohesion, use of precise language and domain-specific vocabulary, maintenance of a formal style and objective tone, and conclusion?	
	Incorporate all of the feedback from the evaluation of the End-of-Unit Assessment (final draft of research paper)?	
Enhancing & Publishing (Enhanced Published Product*)	Enhance their research paper with information displayed flexibly and dynamically (e.g., use multimedia, hyperlinks, graphics, etc.), taking advantage of technological capacity?	
	Publish an enhanced final draft (via posting it on internet)?	

*Note there are a variety of standards (e.g., W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9.a,b) involved in the process of creating and finalizing both products in this Performance Assessment.

Product Enhancement Tracker

Enhancement Type (multimedia, hyperlinks, graphics, etc.)	Purpose (how the enhancement displays information)	Rationale (how the enhancement helps the audience gain a better or more nuanced understanding of the research findings)