

The Model Curriculum for PA School Library Programs, Grade Band 9-12

**Stage 2 Assessment Evidence:
Suggestions for Developing Performance Tasks**

This section includes:

- Student competencies for which there are no Performance Tasks, Rubrics or Learning Plans
- Suggestions for developing written, oral or visual performance tasks for these competencies
- Other sources of Assessment Evidence

From these suggestions, you can develop performance tasks.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Determining Author's Point of View (Perspective) (Grades 11-12)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to...*):
Evaluate author's credentials and background to determine point of view or purpose

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Review, position paper, blog, advertisement

Oral: Debate, discussion, podcast

Visual: Advertisement, digital poster, vodcast

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Determining Author's Point of View (Perspective) (Grades 9-10)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.

Understandings (Students will understand that...):
Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to...):
Identify author's credentials and background to determine point of view.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Review, position paper, blog, editorial

Oral: Discussion, podcast, debate

Visual: Glog, Animoto, PowerPoint or Prezi presentation

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Evaluating Diverse Media (Grades 9-10)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Understandings (Students will understand that...):

Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to...):

Analyze information found in different mediums.

What understandings/competencies will be assessed through this task?

Analysis and evaluation of sources from diverse media and selection of information to solve a problem or present an argument.

Stage 2: Assessment Evidence

Performance Task: Evaluating a Manuscript of a Novel on a Teen Issue

Publishing houses must make decisions about which novels for young adults to publish based on many factors. One such factor is the realistic portrayal of character and subject matter. As the Teen Book Editor at one of the most popular teen publishing companies, your task is to determine whether the manuscript of a teen novel by a well-known author (Olsen, Gregg. *Envy*. New York: Splinter, 2011.) presents information about the teen topic of cyberbullying in a realistic way. Your audience will be the Editor in Chief of the publishing company and the author of the novel being considered for publication. As an editor, you know that many of your readers struggle with the same issues as the characters in novels your company publishes and so want to be sure that the issues are portrayed accurately. You must determine whether this author has written a novel that might lead a teen to wrong conclusions about cyberbullying. To make an educated decision about whether to publish the manuscript, you'll first analyze informational texts and electronic sources about cyberbullying to determine whether the information the information about cyberbullying in the manuscript is correct and current. You'll make a final recommendation after you compare the information that is presented in the novel with the facts in the informational texts and electronic sources that you consult.

You'll draft a memo to the Editor in Chief outlining whether or not you think the manuscript represents a realistic perspective on cyberbullying and whether it should be published. You'll also draft an email message to the author justifying whether or not the novel will be published based on the degree of realism with which cyberbullying is presented. Your memo and email message should be supported by an analysis of the text of the novel to determine what perspectives are presented and a comparison of the details in the sources you consulted. You should provide evidence about whether the novel provides accurate information and perspective in comparison with the information texts and electronic sources. You should use authoritative sources from more than one type of media and select strong evidence to cite that supports your position and that addresses and refutes counter arguments effectively. You should include a bibliography of the sources you consulted and cite these correctly.

[As an alternative, students may choose an issue and a novel about that issue related to teens from a list that the librarian and the teacher have compiled.]

Performance Task Rubric: Evaluating a Novel on a Teen Issue

English Language Arts Standard, 9-10

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library & Information Concept: Evaluating Diverse Media

Criteria for Success

Levels of Achievement	Identifying Details	Comparing Details	Evaluating Details
3 Proficient	Identifies at least three relevant details in the novel that portray information about the teen issue in the novel.	Compares at least three relevant details from the novel to details found in authoritative information text(s) and electronic sources.	Uses at least three relevant details to make a well-reasoned judgment about whether the text of the novel provides realistic or unrealistic information. Uses two or more pertinent quotations from the novel to support each judgment.
2 Developing	Identifies at least two relevant details in the novel that portray information about the teen issue in the novel.	Compares at least two relevant details from the novel to details found in authoritative information text(s) and electronic sources.	Uses at least two relevant details to make a judgment about whether the text of the novel provides realistic or unrealistic information. Uses at least one appropriate quotation from the novel to support each judgment.
1 Needs Improving	Identifies only one relevant detail in the novel that portrays information about the teen issue in the novel or identifies irrelevant details.	Compares at least one detail from the novel to details found in authoritative information text(s) or electronic sources, but the detail is not relevant to the teen issue.	Uses no relevant details to support a judgment about whether the text of the novel provides realistic or unrealistic information and/or doesn't make a judgment and/or doesn't support the judgment made and/or uses no quotations from the novel to support judgment.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Evaluating Arguments (Grades 11-12)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to...*):
Analyze texts for information based upon purposes and arguments for credibility, relevance, bias, accuracy and currency.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Essay, newspaper article, review, blog

Oral: Discussion, speech, debate, public service announcement (PSA)

Visual: Comparison chart, PowerPoint or Prezi presentation, digital poster, infographic

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Evaluating Arguments (Grades 9-10)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Understandings (Students will understand that...):
Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to...):
Analyze and assess information to extract valid and relevant ideas based on credibility, relevance, bias, accuracy and currency.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Position paper, blog, advertisement, editorial

Oral: Debate, discussion, speech

Visual: Advertisement, digital poster, vodcast, infographic

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Selecting Informational Texts & Literary Nonfiction (Grades 9-12)

Stage 1: Desired Results

Established Goals (English Language Arts, Reading in Science & Technology and Reading in History & Social Studies Standards):

- CC.1.2.9-12.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.3.5.9-12.I** Compare and contrast different sources, noting contradictions and supports (9-10) and synthesize info from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting info when possible (11-12)...
- CC.8.5.9-12.I** Compare and contrast treatments of the same topic in primary and secondary sources (9-10) and integrate info from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (11-12)...

Understandings (Students will understand that...):
Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to...):
Independently locate and select literary nonfiction and informational texts on grade level and independently use various print and digital reference sources.

What understandings/competencies will be assessed through this task?

Using a variety of search strategies, independently locate and select print and digital informational texts that focus on one theme or topic.

Stage 2: Assessment Evidence

Performance Task: Preparing a World Health Organization (WHO) Campaign against Malaria

The World Health Organization (WHO) is the public health arm of the United Nations and is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support for countries, and monitoring and assessing health trends. (<http://www.who.int/about/en/>). As a researcher for WHO, your task is to provide information to a team of doctors travelling to Sub-Saharan Africa to train health care providers with the latest research on treating and eradicating malaria. Maternal malaria is of specific concern because 125 million+ women are at risk. The team needs research-based medical information as well as a list of websites that the local health care providers can use to teach women how to prevent malaria in themselves and their families.

To prepare a packet of information for the team, you should locate the most recent information about malaria and its impact in Sub-Saharan Africa and information about how to prevent malaria. You should include diverse approaches to solving the spread of the disease as well as identify who needs to be involved in promoting prevention. You should identify any special funding available and any sources that might be needed as well as information about any specific organizations with a goal of eradicating malaria. Your packet of information should include accurate and current research-based information about malaria and potential solutions for its eradication, a comprehensive list of websites, and a bibliography that includes current, authoritative sources that have been located in multiple online databases as well as on the Web.

[As an alternative, students may choose a disease from a list that the librarian and the teacher have compiled.]

**Performance Task Rubric: World Health Organization (WHO) Campaign
English Language Arts, Reading in Science & Technology & Reading in History & Social Studies
Standards, 9-12**

**Big Idea: Effective readers use appropriate strategies to construct meaning.
Library & Information Concept: Selecting Informational Texts & Literary Nonfiction**

Criteria for Success

Levels of Achievement	Identifying Details	Comparing Details	Evaluating Details
3 Proficient	Provides detailed information about the disease that is current, accurate, and relevant to country/region identified.	Identifies helpful solutions for eradicating and/or preventing the disease and supports these solutions with specific research findings.	Uses multiple appropriate sources and mediums and correctly cites sources in correct standard bibliographic format.
2 Developing	Provides general information about the disease that is current, accurate, and relevant to country/region identified, but not all of these.	Identifies general solutions for eradicating and/or preventing the disease, but does not support adequately these solutions with research findings.	Uses multiple sources and mediums and/or cites most sources correctly in standard bibliographic format
1 Needs Improving	Provides only very general information about the disease and/or the Information is not relevant to the country/region identified.	Identifies only prevention of the disease.	Uses only a single source and/or uses inappropriate sources and/or cites sources incorrectly.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Drawing Evidence: Primary & Secondary Sources (Grades 9-12)

Stage 1: Desired Results

Established Goals (Reading in Science & Technology & Reading in History and Social Studies Standards):

- CC.3.5.9-12.A** Cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations/descriptions (9-10) and distinctions the author makes and to any gaps or inconsistencies in the account (11-12).
- CC.8.5.9-12.A** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date and origin (9-10), and connecting insights from specific details to an understanding of the text as a whole (11-12).
- CC.8.5.9-12.I** Compare and contrast treatments of the same topic in primary and secondary sources (9-10) and integrate info from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (11-12).

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to...*):
Use and cite specific textual evidence in primary and secondary sources.

What understandings/competencies will be assessed through this task?

Integrate primary and secondary sources to develop a coherent understanding and identify/explain discrepancies amongst sources.

Stage 2: Assessment Evidence

Performance Task: Writing a Newspaper Article about a Mystery

Cases the police are unable to solve in a given period of time are called cold cases; in your community the disappearance of a high school girl a year ago is a cold case because the police have not been able to solve the mystery of her disappearance. As a newspaper journalist, you have been assigned by your editor to prepare a feature story to be published on the first anniversary of her disappearance, and your audience will be the readers of the newspaper. Your task is to locate primary and secondary sources about her disappearance that provide the basics of the who, what, and when of the case and to extract information from these sources to piece together what you think is the most probable explanation of what happened to her and why.

Your written preliminary report to your editor should be your most probable explanation of what happened to the girl based on your assessment of the evidence presented in the primary and secondary sources you consulted. You should identify and explain any discrepancies in the sources to support your explanation of the disappearance. You should provide a list of the sources you consulted cited in correct bibliographic format.

[As an alternative, students may choose another “cold case” from a list that the librarian and the teacher have compiled.]

Performance Task Rubric: Writing a Newspaper Article about a Mystery
Reading in Science & Technology, & Reading in History & Social Studies Standards, 9-12

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library & Information Concept: Drawing Evidence: Primary & Secondary Sources

Criteria for Success

Levels of Achievement	Consulting Primary Sources	Consulting Secondary Sources	Identifying Discrepancies
3 Proficient	Consults at least three relevant primary sources to extract at least ten pieces of useful "evidence."	Consults at least two appropriate secondary sources to extract at least six pieces of useful "evidence."	Uses multiple appropriate sources and mediums and correctly cites sources in standard bibliographic format.
2 Developing	Consults at least two appropriate primary sources to extract at least seven pieces of "evidence."	Consults at least two appropriate primary sources to extract at least three pieces of "evidence."	Uses multiple sources and mediums to explain discrepancies and/or cites some sources correctly in standard bibliographic format.
1 Needs Improving	Consults at least one appropriate primary source to extract at least five pieces of "evidence" and/or consults inappropriate or not-useful primary documents.	Consults at least one appropriate secondary source to extract at least two pieces of useful "evidence" and/or consults inappropriate secondary sources.	Explains discrepancies minimally or not at all and/or uses only a single source and/or inappropriate sources and/or cites sources incorrectly.

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Integrating Diverse Media (Grades 11-12)

Stage 1: Desired Results

Established Goals (English Language Arts, Reading in Science & Technology, Reading in History & Social Studies, & Business Computer Information Technology Standards):

- CC.1.2.11-12.G** Integrate and evaluate multiple sources of info presented in different media or formats as well as in words that address a question...
- CC.3.5.11-12.G** Integrate and evaluate multiple sources of info presented in diverse formats and media as well as in words that address a question...
- CC.8.5.11-12.G** Integrate and evaluate multiple sources of info presented in diverse formats and media...
- 15.3.11-12.E** Evaluate chosen print and electronic resources for advanced research.

Understandings (Students will understand that...):
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to...):
Synthesize information found in multiple sources.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Brochure, field guide, lab report, policy brief, magazine or newspaper article

Oral: Skit, debate, presentation of a demonstration lesson, podcast

Visual: Book/CD cover, scrapbook, digital poster, vodcast, infographic

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Integrating Diverse Media (Grades 9-10)

Stage 1: Desired Results

Established Goals (Reading in Science & Technology, Reading in History & Social Studies, & Business Computer Information Technology Standards):

CC.3.5.9-10.G Translate quantitative or tech info expressed in words in text into visual form (e.g. table or chart) and translate info expressed visually and mathematically (e.g. in an equation) into words.

CC.8.5.9-10.G Integrate quantitative or tech analysis (e.g. charts, research data) with qualitative analysis in print or digital text.

15.3.11-12.E Evaluate chosen print and electronic resources for advanced research.

Understandings (Students will understand that...):
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to...):
Integrate information from various mediums to understand topic or issue.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Brochure, field guide, lab report, policy brief, magazine or newspaper article

Oral: Skit, debate, presentation of a demonstration lesson, podcast

Visual: Book/CD cover, scrapbook, digital poster, vodcast, infographic

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Evaluating Arguments (Grades 9-12)

Stage 1: Desired Results

Established Goals (English Language Arts, Reading in Science & Technology &, Reading in History & Social Studies Standards):

CC.1.2.9-12.D Determine an author’s particular point of view and analyze rhetoric advancing the plot (9-10) and how purpose shapes content (11-12)...

CC.3.5.9-12.H Assess if the evidence in text supports author’s claim (9-10) and evaluate hypothesis and conclusions in technical text (11-12)...

CC.8.5.9-12.H Assess and evaluate an author’s reasoning and claims and potentially challenge them with other information...

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to...):

Analyze texts for information based upon purposes and arguments: credibility, relevance, bias, accuracy and currency.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Brochure, field guide, lab report, policy brief, magazine or newspaper article

Oral: Skit, debate, presentation of a demonstration lesson, podcast

Visual: Book/CD cover, scrapbook, digital poster, vodcast, infographic

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

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Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Library Information Concept: Research Process: Synthesizing Information (Grades 9-12)

Stage 1: Desired Results

Established Goals (English Language Arts & Business Computer Information Technology Standards):

CC.1.4.9-12.S Draw evidence from literary or info texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9-12.W Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assessing value...

15.3.9-12.I Synthesize info gathered from multiple sources (e.g. digital print, face to face).

15.4.9-12.L Find and use primary documentation; employ an accepted protocol for citation.

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to...):

As part of research process: selectively take notes on information to support own position, synthesize information gathered from multiple sources, use summaries, paraphrases, and quotations to create report, within text, document use of the information and ideas of others using standard bibliographic citation format. Provide bibliography or list of works cited using standard bibliographic citation format.

What understandings/competencies will be assessed through this task?

Without plagiarizing, selectively extract information from multiple primary and secondary authoritative sources, using direct quotations, summarizing and paraphrasing while documenting sources in a standard bibliographic citation format. Independently, synthesize information in order to support a position.

Stage 2: Assessment Evidence

Performance Task: Preparing for a Public Affairs Program on Television

The mission of PBS (Public Broadcasting Service) is to create content that educates, informs and inspires. To do this, PBS offers . . . “documentaries that open up new worlds, [and] non-commercialized news programs that keep citizens informed on world events and cultures . . .” (<http://www.pbs.org/about/corporate-information/mission/>) As the host of a weekly public affairs program on a local PBS station, you and your guests explore an issue of current interest and present a range of divergent opinions to help your audience understand the complexity of the topic and the variety of divergent opinions it. To gain the audience’s attention and trust, you prepare an introductory overview and a concluding commentary on the topic of the week. You prepare these comments by taking notes on the topic from multiple, reliable sources and gather supporting evidence from these sources. For a future program, you decide to explore the topic of financial aid in the form of loans from the federal government for undergraduates attending college. (<https://studentloans.gov/myDirectLoan/index.action>) Each week you meet with your producer to review the topic and your sources. For your weekly meeting with your producer, you review the topic and the sources of information you have found about the topic.

In preparing the transcript of your introductory overview to review with your producer on the topic of student loans, you should identify and use appropriate and authoritative sources, both primary and secondary, and prepare a concise written overview of the most important aspects of this topic, including quotes and paraphrasing that are correctly cited to support differing positions on federal loans for undergraduates.

[Students may choose another issue of current interest from a list identified by the teacher and librarian.]

Performance Task Rubric: Preparing for a Public Affairs Program on Television
English Language Arts & Business, Computer, and Information Technology Standards, 9-12

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
Library & Information Concept: Research Process: Synthesizing Information

Criteria for Success

Levels of Achievement	Supporting Positions With Notes	Citing Sources	Synthesizing Notes
3 Proficient	Supports position specifically in each note and is careful not to plagiarize.	Follows correct standard bibliographic format in all notes.	Synthesizes transcript notes concisely from all sources to support position.
2 Developing	Supports position in most notes and/or doesn't plagiarize.	Follows correct standard bibliographic format in most notes.	Synthesizes transcript notes from most sources to support position.
1 Needs Improving	Doesn't support position in most notes and/or includes one or more plagiarized notes.	Follows correct standard bibliographic format in few or no notes.	Uses few synthesized transcript notes to support position.

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	
Library Information Concept: Evaluating, Analyzing & Integrating Information (Grades 11-12)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard): CC.1.5.11-12.C Integrate multiple sources of info presented in diverse formats and media in order to make informed decisions and solve problems...	
Understandings (<i>Students will understand that...</i>): Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Competencies (<i>Students will know/be able to...</i>): Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly and timely sources, evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size and possibly confusing visual or auditory elements. Identify any discrepancies among data presented in different formats, whether within single source or among multiple sources. Use evaluation tools to determine data most likely to be accurate.
What understandings/competencies will be assessed through this task?	
Stage 2: Assessment Evidence	
Possible Products and Performances: Written: Letter, play script, commercial, blog, editorial, magazine or newspaper article Oral: Oral report, speech, discussion, debate Visual: Data display, storyboard, infographic, vodcast, digital poster, PowerPoint or Prezi presentation	Sources of Assessment Evidence: <input type="checkbox"/> Selected-response-format (e.g. multiple choice, true-false) quizzes and tests <input type="checkbox"/> Written responses to academic prompts (short-answer format) <input type="checkbox"/> Extended written products (e.g., essays, lab reports) <input type="checkbox"/> Long-term, authentic assessment projects (e.g., senior exhibit) <input type="checkbox"/> Digital and/or print portfolios – collections of student work over time <input type="checkbox"/> Reflective journals or logs <input type="checkbox"/> Informal, ongoing observations of students <input type="checkbox"/> Formal observations of students using observable indicators on criteria list <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Peer reviews and peer response groups Other: _____ <small>McTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development Workbook</i>. Alexandria: ASCD, 2004. Print.</small>

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	
Library Information Concept: Evaluating, Analyzing & Integrating Information (Grades 9-10)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard):	
CC.1.5.9-10.C Integrate multiple sources of info presented in diverse media or formats evaluating the credibility and accuracy of each source.	
Understandings (<i>Students will understand that...</i>): Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Competencies (<i>Students will know/be able to...</i>): Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly and timely sources. Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size and possibly confusing visual or auditory elements.
What understandings/competencies will be assessed through this task?	
Stage 2: Assessment Evidence	
Possible Products and Performances: Written: Advertisement, magazine or newspaper article, brochure, blog Oral: Interview, podcast, discussion Visual: Glog, PowerPoint or Prezi presentation, infographic	Sources of Assessment Evidence: <input type="checkbox"/> Selected-response-format (e.g. multiple choice, true-false) quizzes and tests <input type="checkbox"/> Written responses to academic prompts (short-answer format) <input type="checkbox"/> Extended written products (e.g., essays, lab reports) <input type="checkbox"/> Long-term, authentic assessment projects (e.g., senior exhibit) <input type="checkbox"/> Digital and/or print portfolios – collections of student work over time <input type="checkbox"/> Reflective journals or logs <input type="checkbox"/> Informal, ongoing observations of students <input type="checkbox"/> Formal observations of students using observable indicators on criteria list <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Peer reviews and peer response groups Other: _____ <small>McTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development Workbook</i>. Alexandria: ASCD, 2004. Print.</small>

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Demonstrating Technology Etiquette & Safety (Grades 9-12)

Stage 1: Desired Results

Established Goals (Business Computers Information Technology Standards):

15.3.9-12.M Demonstrate/critique etiquette skills for building and maintaining a professional image...

15.3.9-12.W Use/collaborate with electronic communication to produce a work product/meet organizational goals...

Understandings (*Students will understand that...*):
Responsible citizens use information ethically and productively in a global society.

Competencies (*Students will know/be able to...*):
Demonstrate technology etiquette skills and leadership when communicating with others (e.g., using blogs and social media).

What understandings/competencies will be assessed through this task?

Demonstrate technology etiquette skills and leadership when communicating with others for school and personal use.

Stage 2: Assessment Evidence

Performance Task: Developing a Top-Ten List for Technology Etiquette

Technology plays an important role in society; it can easily be misused, however. Citizens can become focused on their personal electronic devices and often forget the presence of others around them or those with whom they are communicating. Citizens might make poor social and legal choices based on their misuse of technology. As an elected member of the High School Student Council, you know that you should model appropriate etiquette for using personal electronic devices and social media in school, in your part-time job, and in public. The Council's decides to create a three-pronged public awareness campaign highlighting more positive behaviors by developing "top ten" lists of five appropriate etiquette skills to demonstrate and five inappropriate behaviors that shouldn't be demonstrated at school, in the workplace, and in public. Locate and evaluate sources that describe appropriate etiquette. The lists will be publicized using local media outlets.

Each of your three lists (etiquette and safety at school, in the workplace and in public) should contain five distinctive examples of appropriate technology etiquette and five examples of inappropriate behaviors that include social, ethical, legal, and safety considerations. You should explain why you selected each positive and negative example and provide a list of the sources you used to gather information and cite these sources correctly.

Performance Task Rubric: Developing a Top-Ten List for Technology Etiquette Business, Computer, and Information Technology Standards, 9-12

**Big Idea: Responsible citizens use information ethically and productively in a global society.
Library & Information Concept: Demonstrating Technology Etiquette & Safety**

Criteria for Success

Levels of Achievement	Identifying Examples of Appropriate Behavior/Reasons for Choices	Identifying Examples of Inappropriate Behavior/Reasons for Choices	Citing Sources
3 Proficient	Defines all four categories (social, legal, ethical, and safety) of digital citizenship and includes at least two clear examples of appropriate digital citizenship for each category.	Identifies at least two examples of inappropriate digital behavior for each category (social, legal, ethical, and safety) and provides at least one concrete example of consequences of inappropriate use of technology in each category.	Uses current and authoritative sources for gathering information. Cites sources correctly using a standard bibliographic format Includes a complete formal works cited/bibliography.
2 Developing	Defines at least three of the four categories (social, legal, ethical, safety) of digital citizenship and/or includes at least one general example of appropriate digital citizenship for three of the four categories.	Identifies at least one example of inappropriate digital behavior for three of the four categories (social, legal, ethical, safety) and/or provides at least one example of consequences for inappropriate use of technology in three of the four categories.	Uses sources for gathering information, but not all sources are current and appropriate and/or cites information incorrectly by not using a standard bibliographic format and/or includes a works cited/bibliography that is not complete
1 Needs Improving	Defines two or fewer categories of digital citizenship (social, legal, ethical, safety) and/or identifies only one example of appropriate digital citizenship and only from one category.	Identifies no examples of inappropriate behaviors in the four categories and/or doesn't identify any consequences of inappropriate behaviors.	Uses sources for gathering information that aren't current and/or appropriate and/or cites information incorrectly and/or doesn't include a works cited/bibliography.