

The Model Curriculum for PA School Library Programs, Grade Band 6-8

**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 6-8)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.6-8.D Determine an author's point of view or purpose in a text and analyze...

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

Competencies (*Students will know/be able to*):
Determine author's point of view or purpose in text.

What understandings/competencies will be assessed through this task?

Explain author's point of view and purpose from careful reading of text

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Position paper, blog, advertisement

Oral: Debate, class or panel discussion, informative or persuasive speech, podcast

Visual: Advertisement, poster, vodcast, 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 Arguments (Grades 6-8)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.6-8.H Evaluate an author's argument, reasoning, and specific claims to determine the soundness and relevance of arguments...

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

Competencies (*Students will know/be able to*):
Evaluate text based on author's claim and relevant evidence.

What understandings/competencies will be assessed through this task?

Evaluates text using relevant evidence

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Proposal, journal, book review, blog, tweet, newspaper article

Oral: Oral report/presentation, speech, book club discussion

Visual: Display, PowerPoint or Prezi presentation, flowchart

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
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- Formal observations of students using observable indicators on criteria list
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Other: _____

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

Library Information Concept: Synthesizing Information (Grades 6-8)

Stage 1: Desired Results

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

CC.3.5.6-8.1 Compare and contrast the info gained from experiments, simulation, video or multimedia with that gained from reading a text...

CC.8.5.6-8.1 Analyze the relationship between a primary and secondary source on the same topic.

15.3.6-8.1 Distinguish between relevant and non-relevant info for note-taking, questioning or decision making.

Understandings (Students will understand that...):

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

Competencies (Students will know/be able to):

Compare and contrast information found in experiments, simulations, video or multimedia sources with information found in text.

What understandings/competencies will be assessed through this task?

Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text.

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Lab report, log, journal, newspaper article

Oral: Discussion, oral report

Visual: Diagram, graph, model, video, 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
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- Formal observations of students using observable indicators on criteria list
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Other: _____

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Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	
Library Information Concept: Evaluating, Analyzing & Integrating Information (Grade 8)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard): CC.1.5.8.C Analyze the purpose of info presented in diverse media formats and evaluate the motives (e.g., commercial, political) behind presentation...	
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>): Research and analyze information using different media formats (e.g., visual, quantitative, oral). Determine purpose for presenting information in different formats. Analyze purpose for presenting information on different topics. Determine why this information would be presented in particular format. Evaluate reasoning for presenting information in particular format.
What understandings/competencies will be assessed through this task? Determine most appropriate media format for presenting different types of information	
Stage 2: Assessment Evidence	
Possible Products and Performances: Written: Advertisement, brochure, magazine article, pathfinder Oral: Infomercial, skit, advertisement Visual: Poster, storyboard, Prezi presentation, Glog, video	Sources of Assessment Evidence: <ul style="list-style-type: none"> <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 (Grade 7)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard):	
CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats and explain how the ideas clarify a topic, text, or issue...	
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>): Research and analyze information using different media formats (e.g., visual, quantitative, oral). Identify main ideas and supporting details in diverse media formats. Analyze main ideas and supporting details and use to explain topic.
What understandings/competencies will be assessed through this task? Identify main ideas and supporting details in different media formats	
Stage 2: Assessment Evidence	
Possible Products and Performances: Written: Newspaper article, story, blog Oral: Speech, oral report Visual: Infographic, website, video, 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 (Grade 6)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard): CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
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>): Research and interpret information using different media formats, (e.g., visual, quantitative, oral). Explain how information adds to topic.
What understandings/competencies will be assessed through this task? Interprets information presented in different media formats	
Stage 2: Assessment Evidence	
Possible Products and Performances: Written: Letter, proposal, journal, editorial Oral: Radio script, song, poem Visual: Advertisement, infographic, website, Venn diagram, word cloud or Wordle	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: Effective speakers prepare and communicate messages to address the audience and purpose.

Library Information Concept: Preparing Multimedia Presentations (Grade 7)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Understandings (*Students will understand that...*):
Effective speakers prepare and communicate messages to address the audience and purpose.

Competencies (*Students will know/be able to*):
Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.

What understandings/competencies will be assessed through this task?

Create multimedia displays to clarify research findings

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Magazine or newspaper article, tweet, blog, editorial, pathfinder

Oral: Oral presentation, infomercial, podcast

Visual: Infographic, graph, flyer, diagram, Venn diagram, 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: _____

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Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Library Information Concept: Preparing Multimedia Presentations (Grade 6)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.

Understandings (*Students will understand that...*):
Effective speakers prepare and communicate messages to address the audience and purpose.

Competencies (*Students will know/be able to*):
Add multimedia components and visual displays to presentations to clarify information.

What understandings/competencies will be assessed through this task?

Create multimedia presentations that clarify information

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Advertisement, editorial, blog, pathfinder

Oral: Oral report, infomercial

Visual: Prezi or PowerPoint presentation, pictures or photos, video

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
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- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
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Other: _____

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

Library Information Concept: Demonstrating Technology Etiquette & Safety (Grades 6-8)

Stage 1: Desired Results

Established Goals (Business Computer Information Technology Standard):

15.3.6-8.T Discuss the rules of digital citizenship.

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

Competencies (*Students will know/be able to*):
Explain human, cultural, and societal issues related to technology.
Practice safe, legal and responsible use of information and technology.

What understandings/competencies will be assessed through this task?

Displays safe, legal and ethical behaviors in online environments

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Research report, essay, position paper, editorial

Oral: Debate, skit, puppet show, podcast, panel discussion

Visual: Banner, computer graphic, infographic, digital poster, word cloud or wordle

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)
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