Performance Assessment Planning Template for Clear and Effective Communication

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| **1. Clear and Effective Communication**a. Demonstrate organized and purposeful communication.b. Use evidence and logic appropriately in communication.c. Integrate information gathered from active speaking and listening.d. Adjust communication based on the audience, context, and purpose.e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.f. Use technology to further enhance and disseminate communication.g. Collaborate effectively and respectfully. |

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| **Task Model:** The Performance Assessment for **Clear and Effective Communication** must include these elements:* The student will engage with various types of text or other sources such as graphs, charts, pictures or video.
* The student will participate in collaborative discussion.
* The student will create a text or presentation that draws on information/ideas from that discussion, as well as from other sources, to provide evidence to support a claim.
* The student text or presentation must utilize technology in order to incorporate images, graphs, charts, audio, video or other effects into the support for the claim.
* The final student product must be assessed using [this TS1 rubric](https://docs.google.com/document/d/101ynvVyxWiQyd_v8knmfhyuakJCo1EWzKTyCZWNP8MQ/edit?usp=sharing) in addition to any content area rubric that is used.
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| **Contributors:** |
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| **Performance Assessment Specifications** |
| **Assessment Title:**  |
| **Suggested Grade Level:**  |
| **Content Area/Areas:** |
| **Estimated Duration of Task:** |
| **Materials Needed:** |
| **Desired Results** |
| **Transferable Skills:** |
| **Content Area PBGRs and Performance Indicators: (the project may assess PBGR’s from several content areas.)** |
| **Big Ideas/Essential Questions:** |
| **Task Context/Rationale:** |
| **Supporting Standards:** *What students need to know and be able to do before starting this project:* |
| **Evidence of Student Learning***In the space below, describe the products/ evidence that students will produce.*  |
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| **Rubric that will be used to assess content area PBGRs for this project. (Insert link here)** |
| **Rubric that will be used to assess Transferable Skill PBGRs for this project. (Insert link here)** |
| **Formative/Supporting Activities***In the space below, describe the labs, text-based discussions, formative assessments or other activities that students will participate in before completing the summative assessment****. In order for the students to fulfill the requirements of the task model, they must be able to participate in at least one full-class, text-based discussion before creating their final product.****Add as many rows as you need for formative or supporting activities.* |
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| **Links to Supporting Materials** |
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**As you prepare instructional activities and materials, keep in mind these guidelines from the National Research Council about the features of tasks that help students strengthen and demonstrate transferable skills:**

* Using multiple and varied representations of concepts and tasks, such as diagrams, numerical and mathematical representations, and simulations, combined with activities and guidance that support mapping across the varied representations.
* Encouraging elaboration, questioning, and explanation—for example, prompting students who are reading a history text to think about the author’s intent and/or to explain specific information and arguments as they read—either silently to themselves or to others.
* Engaging learners in challenging tasks, while also supporting them with guidance, feedback, and encouragement to reflect on their own learning processes and the status of their understanding.
* Teaching with examples and cases, such as modeling step-by step how students can carry out a procedure to solve a problem and using sets of worked examples.
* Priming student motivation by connecting topics to students’ personal lives and interests, engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing, rather than grades or scores.
* Using formative assessment to: (a) make learning goals clear to students; (b) continuously monitor, provide feedback, and respond to students’ learning progress; and (c) involve students in self- and peer assessment.
* Use modeling and feedback techniques that highlight the processes of thinking rather than focusing exclusively on the products of thinking.