

## 12.3

## Performance Assessment

## Introduction

In this Performance Assessment, students complete their multimedia research journals by crafting a single 5-10 minute multimedia narrative that includes elements of their individual research processes and findings. This Performance Assessment comprises three lessons: After responding to a final retrospective prompt in the previous lesson's homework, students spend the first two lessons editing and synthesizing the multimedia journal entries they created over the course of Module 12.3 into a succinct, cohesive narrative, adding effects, narration, and other stylistic elements as needed to enhance the final product. Students' final products should include highlights from the entire research process, including their first areas of investigation and pre-searches, as well as the final central claim, several supporting claims, reasoning, and evidence. The final products should draw clear connections between early research and the final claims to create a story that documents that development. In the third and final lesson of this Performance Assessment, students present their multimedia narratives to an audience and respond to questions. Students are assessed on their final multimedia narrative presentations and on their responses to audience questions following their presentations.

Each of the three lessons in this Performance Assessment is likely to last one class period; however, timing may vary depending on individual class schedules and student needs.

This Performance Assessment is evaluated using the 12.3 Speaking and Listening Rubric.

- Students' final multimedia narrative products may be audio, video, or a blend of both formats. Students were introduced to the multimedia journal in 12.3.1 Lesson 9.

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## Standards

Assessed Standard(s)	
SL.11-12.1.d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Addressed Standard(s)	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Prompt

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Over the course of Module 12.3, you have analyzed an issue in response to your problem-based question. You have developed your understanding of the issue through research and arrived at your own perspective. You have presented your central claim, supporting claims, counterclaims, reasoning, and evidence in a formal research-based argument paper. You have also documented this process by responding periodically to multimedia journal prompts.

To answer the prompt, begin by reflecting on the work you have done over the course of Module 12.3 and the progression of your research process as reflected in your multimedia journal entries. Build on your research and analysis by crafting a single 5-10 minute multimedia narrative that conveys how your research process led you to your findings. Using relevant excerpts from the multimedia journal entries you completed over the course of this module, your final product should depict cohesively the evolution of your research. Your final product should present a cohesive story of the research process that led you to your final central claim, and should therefore include your final central claim, several supporting claims, reasoning, and evidence. The final product should draw clear connections between early research and the final claims, as this project documents that development. Edit, delete, paste together, and add voiceover, interviews, and effects where appropriate in order to achieve this goal.

Finally, present your multimedia narratives to an audience, with whom you will engage in a question and answer session following your presentation. The audience comprises peers, community members, teachers, alumni, and/or other students.

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## High Performance Response

### High Performance Response(s)

A High Performance Response should:

- Edit and synthesize excerpts from the multimedia journal entries completed over the course of Module 12.3 in order to craft a cohesive multimedia narrative detailing the individual research process and findings.
- Make strategic use of multimedia to convey a firsthand or personal experience of the research process.
- Incorporate voiceover and various effects effectively, when appropriate to enhance the audience's understanding of findings.
- Make strategic use of the multimedia format to articulate evidence, claims, and reasoning in a succinct and engaging manner.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that the audience can follow the development of reasoning.
- Demonstrate a command of appropriate tone and language throughout the multimedia narrative presentation and the question and answer session.
- [Student multimedia narratives and responses to questions are evaluated using the 12.3 Speaking and Listening Rubric.](#)

### Standard-Specific Demands of the Performance Assessment

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This Performance Assessment requires students to meet numerous demands required by the ELA/Literacy standards for grades 11-12.

Throughout Module 12.3, students have engaged deeply in an iterative research process in order to arrive at a distinct perspective. Additionally, students have edited, revised, and refined their writing through the preparation and completion of a research-based argument paper.

This Performance Assessment requires that students reach back to their multimedia journal entries recorded at key intervals throughout the research process, engage retrospectively with the process, and use these firsthand accounts to construct a polished narrative detailing the path that led them to the research-based argument paper. The Performance Assessment demands that students make strategic use of digital media to convey an understanding of findings, reasoning, and evidence and to add interest (SL.11-12.5). Students must also ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task of a multimedia narrative (SL.11-12.4). Additionally, this assessment requires that students adapt speech to align with the task and context of a multimedia narrative constructed from firsthand accounts (SL.11-12.6). Presenters must also answer audience questions, requiring them to respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task (SL.11-12.1.d).

### Process

This Performance Assessment requires that students engage retrospectively with the research process by editing and synthesizing multimedia journal entries recorded at key intervals throughout Module 12.3, in order to convey an understanding of the path that led to the creation of the research-based argument paper. Students first respond to a final multimedia journal entry prompt from the previous lesson's homework, before beginning to synthesize their responses to previous prompts, adding effects where appropriate. This multimedia journal should enhance analysis and add interest, leveraging the flexibility of digital media to create a dynamic lens through which the audience sees the research process. Students also deepen their understanding of their issue by applying considerations for a new audience, and modifying the content to craft a research story. Once students have finished synthesizing their 5-10 minute multimedia narratives, they present their final products to an audience that comprises peers, community members, teachers, alumni, and/or other students. After the presentation of their narratives, students respond to questions from the audience.

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**Lesson 1**

Based on the previous lesson's homework, instruct students to form pairs and respond briefly to the following question: How are your multimedia journal entries different from or similar to Alex Blumberg's podcasts? Lead a brief discussion of student responses.

Next, instruct students to begin the process of editing all of their multimedia journal entries into a final 5-10 minute narrative. Remind students that because the final multimedia narrative should be 5-10 minutes long, they must be judicious as they edit, including only the most necessary pieces from each entry while also focusing on seamless transitions and a polished presentation. Students must take into account and reflect on their entire research process as they select highlights for their final narrative. Additionally, students should include details about how they arrived at their final central claim, supporting claims, evidence, and reasoning.

- **Differentiation Consideration:** Consider encouraging students to develop a storyboard before they start editing in order to conceptualize and plan their presentations. This step will assist them in determining where and how to include journal excerpts, effects, music, and other multimedia components.
- Consider sharing the following links for online editing tools and presentation platforms with students to assist in the development of the final multimedia narrative:
  - <http://theaudacitytopodcast.com/> (search terms: Record, Edit, Podcast, Audacity)
  - <http://www.voiceovertimes.com/> (search terms: Editing Podcast, GarageBand)
  - <http://www.thesitsgirls.com/> (Google search terms: The Sits Girls, Vlogging Series, Edit a Video Blog)
  - <http://www.thesitsgirls.com/> (Google search terms: The Sits Girls, Vlogging Series, Hold 'Em, Fold 'Em)
- For additional support, encourage students to consult with school media or technology specialists.
- The final multimedia narrative presentation should include a complete audio or video file (such as an MP3 or similar format). Consider providing technology in the classroom to support student multimedia presentations. See 12.3.1 Lesson 9 for a list of supportive technology.
- Students have saved their multimedia journal entries from Module 12.3 in a secure place on a computer for access during this Performance Assessment. Remind students to continue to save their project work in a secure place, such as Dropbox or Google Drive.

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**Lesson 2**

Students finish editing their 5-10 minute multimedia narrative presentations, making strategic use of multimedia to convey a firsthand experience of the research process and findings. Instruct students to use voiceover techniques, volume manipulation, and various other multimedia techniques in order to create a polished and cohesive final product.

**Lesson 3**

Students present their final multimedia narratives to an audience by playing their audio or video presentations. Students also engage in a brief question and answer session following each presentation. Students respond thoughtfully to audience questions and comments and clarify, verify, or challenge ideas if necessary.

- Consider composing an audience of peers, community members, teachers, alumni, and/or other students for the presentations.
- Audience members may generate and pose questions for presenters immediately following each presentation.
- Depending upon time and space limitations, consider making students' multimedia narratives available for audience members to view or listen to prior to the question and answer sessions.

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## Module 12.3 Performance Assessment

### Text-Based Response

**Your task:** Begin by reflecting on the work you have done over the course of Module 12.3 and the progression of your research process as reflected in your multimedia journal entries. Build on your research and analysis by crafting a single 5-10 minute multimedia narrative that conveys how your research process led you to your findings. Using relevant excerpts from the multimedia journal entries you completed over the course of Module 12.3, your final product should be a cohesive depiction of the evolution of your research. This means that your final product should present a cohesive story of the research process that led you to your final central claim, and should therefore include your final central claim, several supporting claims, reasoning, and evidence. The final product should draw clear connections between early research and the final claims, as this project documents that development. Edit, delete, paste together, and add voiceover, interviews, and effects where appropriate in order to achieve this goal.

Finally, present your multimedia narratives to an audience, with whom you will engage in a question and answer session following your presentation. The audience comprises your peers, community members, teachers, alumni, and/or other students.

Your response will be assessed using the 12.3 Speaking and Listening Rubric for standards SL.11-12.1.d, SL.11-12.4, SL.11-12.5, and SL.11-12.6.

### Guidelines

#### Be sure to:

- Read the prompt closely.
- Organize your ideas and evidence.
- Edit your multimedia journal entries together fluidly.
- Take strategic advantage of multimedia to convey a firsthand experience of the research process.

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CCSS: SL.11-12.1.d, SL.11-12.4, SL.11-12.5, SL.11-12.6

**Commentary on the task:**

This task measures SL.11-12.1.d because it demands that students:

- Respond thoughtfully to diverse perspectives.
- Synthesize comments, claims, and evidence made on all sides of an issue.
- Resolve contradictions when possible.
- Determine what additional information or research is required to deepen the investigation or complete the task.

This task measures SL.11-12.4 because it demands that students:

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.
- Present their own perspective and alternative or opposing perspective and ensure the organization, development, substance, and style are appropriate to purpose, specific audience, and task.

This task measures SL.11-12.5 because it demands that students:

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

This task measures SL.11-12.6 because it demands that students:

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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