



The following example shows how Angela provided feedback to a teacher using comment boxes. The feedback is based on the attributes of a quality curriculum-embedded performance assessment:

- Measures the most important learning as articulated through the essential question and big idea
- Strongly aligns to the standards
- Addresses an authentic audience or purpose
- Identifies criteria for performance
- Embeds formative assessment moments

Essential Question: What happens to the individual and the group in a dystopia?

Big Idea: Students understand that the characters change and develop in response to the conflict in their environment.

Standards:

9-10R1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

9-10R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

9-10R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

9-10R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W2: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Commented [AL1]: Good question but the "what happens" indicates that there is only one answer to this question. Perhaps, who is most important, the individual or the group?

Commented [AL2]: Can this idea be expanded to also focus on the role of the individual and the group, so it transcends literature?

Commented [AL3]: Standards one and two are both big writing standards. It is more effective to focus on one standard and ensure that it is fully developed in the unit.

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9-10SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

9-10SL4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

Performance Task

Students will identify and analyze a source from modern culture that displays the theme of a dystopia. They will write a 1 page typed analysis, recognizing a dystopia in current culture from a chosen medium, including photograph, paintings, films, television, music, poetry, graphic novels, ect. in which they...

- Choose and develop criteria in order to evaluate the quality of a dystopian themed source in our current culture (9-10R9)
- Citing strong and thorough evidence from the identified source to support analysis (9-10R1)
- Determine one or more theme or central ideas in a dystopian-themed source and analyze its development (9-10R2)
- Analyze how and why individuals, events and ideas develop in the source (9-10R3)
- Include a visual representation

Commented [AL4]: What formative assessment opportunities will students have prior to completing the final project? How will they receive feedback on their work?

Commented [AL5]: Who will be the audience for the student work? Think about authentic products and performances students use to share their opinions. Better yet, have them propose an audience for their work.

Commented [AL6]: Students will enjoy this task as they will be able to choose the source they are examining and see the connection to what they are learning in school.

Commented [AL7]: Clear alignment to the standards

Commented [AL8]: This needs more explanation. What is the purpose of the visual representation?