

11.3 Module Performance Assessment

Text-Based Response

Your Task: Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of formal spoken English. Your video presentation should state your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Your video should also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, you will view a minimum of three video presentations using the Speaking and Listening Rubric and Checklist as a guide to offer feedback and questions via online comments.

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

Guidelines

Be sure to:

- Closely read the prompt.
- Organize your claims, evidence, and counterclaim.
- Demonstrate consideration of a new audience's knowledge level and demands.
- Prepare a presentation outline that responds to all parts of the prompt.
- Demonstrate command of formal English when recording your video presentation.

File: 11.3 Performance Assessment Date: 9/12/14

Classroom Use: Starting 9/2014

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CCSS: SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Commentary on the Task:

This task measures SL.11-12.3, because it demands that students:

- Evaluate peer video presentations for point of view, use of evidence, rhetoric, clarity, and links among ideas and tone or word choice.

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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