



QUALITY PERFORMANCE ASSESSMENT PLAN

Task Title: QPA Common Oral Communication Task

Subject Area/Course: ELA

Grade Level: High School

Abstract/Summary: Prepare and deliver an oral presentation that expresses the analysis and arguments you have set forth in your written work. Select a format for your oral communication presentation that will best allow you to communicate your argument and conclusions.

Time Needed to Complete Task: 4 weeks

Original Author: QPA Guide

ALIGN: Instructional Goals

Please select competencies, work study practices, skills, and content that you will assess with this Performance Assessment Task.

New Hampshire Competencies

Please write out the entire competency. We recommend no more than 2-3 competencies. We are looking to assess every aspect of the competency chosen.

- **Math competencies**
- **Science competencies**
- **ELA competencies**

- Speaking: Students will demonstrate the ability to speak purposefully and effectively – strategically making decisions about content, language use, and discourse style.

New Hampshire Work Study Practices

Please write out the entire work study practice. We recommend no more than 1-2 work study practices.

- **Work study practices**

Task source: NH Task Bank

Other source to used to create this Task:

Reviewed and Revised: New HH PA Network Review Team (CCE, NCIEA, NHDOE, NH educators)

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Communication

I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding. Graduating seniors will be able to demonstrate that they can:

- Communicate effectively using multiple modalities
- Interpret information using multiple senses
- Demonstrate ownership of the work

Other Goals

- **Standards, 21st century skills, and school-specific goals**
- CCSS Listening: Students will demonstrate the ability to listen and view critically for a variety of purposes.
- CCSS Speaking: Students will demonstrate the ability to speak purposefully and effectively- strategically making decisions about content, language use and discourse style

Depth of Knowledge Alignment

- **What is the DOK of this task? Provide evidence.**
- DOK 3 – Requires analysis and decision making about the oral communication: planning the presentation, justifying choices. Use of technology as problem solving tools.

Essential Questions to Guide Learning and Inquiry

- What is the big idea and/or enduring understanding? Example: How are angles used in building a house?
- How does the essential question connect with the enduring understanding of the curriculum unit?
- How do you effectively express analysis and arguments from written work through oral communication?
- What is the purpose of presenting information in multiple ways and modes?

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Students will know (content) . . . <ul style="list-style-type: none"> • Bullet points • Specify discreet content and key concepts that align to the competencies and standards (e.g., types of angles) 	Students will be able to (skills). . . <ul style="list-style-type: none"> • Bullet points • Specify process and skills that align to the competencies and standards • Start with a verb (e.g., justify why an angle is classified the way it is)
<ul style="list-style-type: none"> • How to cite evidence • Elements of effective presentations • Content decided on by teacher 	<ul style="list-style-type: none"> • Organize ideas • Present information clearly to an appropriate audience • Speak clearly, with an appropriate pace • Make eye contact with audience • Cite evidence from text • Develop argument based on text
DESIGN: Performance Task and Evidence <i>Please design a performance task that will provide evidence of the competencies, work study practices, skills, and content that are listed above.</i>	
Common performance task summary <p>This is a high level summary about what the students will be doing. It should be no more than 3-5 sentences or bullet points.</p>	
<p>Building from a prior written assignment, students will develop an oral presentation making the arguments conveyed in the written work.</p>	
Key criteria for performance assessment <p>Please list the criteria used in the rubric. We recommend no more than 4-5 criteria. These criteria should come from the competencies, standards, work study practices, skills and/or content.</p>	
<ul style="list-style-type: none"> • Performance • Idea Development and Support • Organization 	

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<p>Possible Accommodations</p> <p>What will teachers do in terms of instruction, curriculum and assessment to support the learning of SPED/ELL/other students in class?</p> <ul style="list-style-type: none"> • Presentation accommodations • Response accommodations • Setting accommodations • Timing and scheduling accommodations 	<p>Resources/Texts/Scaffolding Materials</p> <p>What's included here depends on the task assignment. It is recommended that a variety of resources are provided that allow students to make choices to access the information needed to complete the assignment.</p>
<ul style="list-style-type: none"> • More time • Graphic organizer for writing and for presentation format • Examples of past presentations • Suggested websites, books to look for evidence 	<ul style="list-style-type: none"> • List of suggested resources for evidence collection before writing piece • Graphic organizer • What a good presentation has and doesn't have • Examples of previous years student work
<p>Teacher Guide</p>	
<p>Pre-requisites and Placement in the Curriculum</p> <p>When in the year will this take place? What skills and concepts should be covered before the students perform this task?</p>	
<p>This common oral communication task can be used at any point throughout the year after at least one written work has been completed. The students will need to know the elements of a good presentation and how to develop and argument using specific evidence from a text.</p>	

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Possible Formative Assessments

How do I assess my students' understanding about the performance requirements of the task (e.g., milestones, benchmarks, observations, dialogues, student reflection, quizzes)? How do I adjust my instruction accordingly?

- Final draft of written work will be returned to students with comments about their argument and evidence prior to assigning the oral communication task.
- Exit slip to check in about what format students are using for their oral communication, will also help to schedule the presentations
- Two work days in the library, individual check-in's with teacher during these days

Teacher Instructions

To ensure the fidelity in implementation, this section includes:

- Step-by-step procedures to implement task as designed
- Information on the time allotted for each step of the task
- Materials needed
- Assign and collect written assignment (3-5 pages) requiring students to develop an argument about a specific topic of your choosing using various sources. (4 weeks)
- Grade written assignment with particular attention to argument and evidence (1.5 weeks)

Teaching/Learning Plan

To be completed by individual teacher, as learning plan may vary by teacher

The lesson plan is written as an outline that other teachers could understand and/or apply in their respective classroom (s). This generally outlines the scope and sequence of the lesson plans within the unit.

It is recommended that the following are included:

- The lesson plan includes how the goals will be addressed (what students know and can do
- The different steps and the specific instructions that correspond with each step of the process

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- A timeline for each task
 - Time or space for student reflection and feedback
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- Assign oral communication task that builds on the previous written work (1 day)
 - Examples of presentations from previous years and conversation about what a good presentation has and doesn't have (1 day)
 - Present graphic organizer to take argument and evidence out of written work for the oral communication and allow for work day (1 day)
 - Exit slip for students to identify the format they will be using for their oral communication (end of work day)
 - Work day in library with computers and individual teacher check ins (2 days)
 - In- class presentations (6 days)

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