



## QUALITY PERFORMANCE ASSESSMENT PLAN

**Task Title:** QPA COMMON RESEARCH TASK

**Subject Area/Course:** ELA

**Grade Level:** High School

**Abstract/Summary:** Write a research paper about a topic that we touched on this year that you would like to know more about. Refer to the list of possible topics or choose one of your own.

**Time Needed to Complete Task:** 6 weeks

**Original Author:** QPA Team

### **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**

ELA Reading 1: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

ELA Writing 3: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience

**Task source:** NH Task Bank, QPA Guide

**Other source used to create this Task:**

**Reviewed and Revised:** New HH PA Network Review Team (CCE, NCIEA, NHDOE, NH educators) *Creative Commons permission for educational, non-commercial use if authorship cited.*

## 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**

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

Graduating seniors should be able to demonstrate that they can:

- Think originally and independently
- Take risks
- Consider alternate perspectives
- Incorporate diverse resources

## Other Goals

- **Standards, 21<sup>st</sup> century skills, and school-specific goals**

**CCSS Writing:** Write effective informative texts to examine and convey complex ideas for a variety of purposes and audiences.

**CCSS Reading:** Analyze and critique a variety of increasingly complex print and non-print literary texts.

## Depth of Knowledge Alignment

- **What is the DOK of this task? Provide evidence.**

The task is DOK 3 because the students have to cite information from the texts in their analysis.

## 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?

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<ul style="list-style-type: none"> <li>How does the essential question connect with the enduring understanding of the curriculum unit?</li> </ul>	
<ol style="list-style-type: none"> <li>How can we write an effective thesis that frames the argument made throughout the paper?</li> <li>How do we know a source is reliable?</li> <li>How do we cite reliable sources and incorporate evidence throughout the paper to back up our ideas?</li> </ol>	
<p><b>Students will know (content) . . .</b></p> <ul style="list-style-type: none"> <li>Bullet points</li> <li>Specify discreet content and key concepts that align to the competencies and standards (e.g., types of angles)</li> </ul>	<p><b>Students will be able to (skills). . .</b></p> <ul style="list-style-type: none"> <li>Bullet points</li> <li>Specify process and skills that align to the competencies and standards</li> <li>Start with a verb (e.g., justify why an angle is classified the way it is)</li> </ul>
<ul style="list-style-type: none"> <li>Will depend on the topic of their choosing</li> <li>How to write a thesis statement</li> <li>How to evaluate the reliability of a source</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Complex Text from a variety of sources in a variety of formats</li> <li>Cite evidence from text correctly</li> <li>Support claims with sufficient evidence</li> </ul>
<p><b>DESIGN: Performance Task and Evidence</b></p> <p><i>Please design a performance task that will provide evidence of the competencies, work study practices, skills, and content that are listed above.</i></p>	
<p><b>Common performance task summary</b></p> <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>	

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- Write a research paper about a topic that we touched on this year that you would like to know more about. Refer to the list of possible topics or choose one of your own.
- The literary essay should be between 3-5 pages (5-8 paragraphs).
- Students will use MLA format when citing evidence from the text to back up their analysis.

### Key criteria for performance assessment

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.

- Idea Development
- Supporting Evidence
- Organization
- Conventions and Style

### Possible Accommodations

What will teachers do in terms of instruction, curriculum and assessment to support the learning of SPED/ELL/other students in class?

- Presentation accommodations
- Response accommodations
- Setting accommodations
- Timing and scheduling accommodations

### Resources/Texts/Scaffolding Materials

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.

Accommodations will be given according to the IEP's in the classroom. Samples include:

- more time
- graphic organizer to organize research and evidence
- Sentence frames for citations
- Resources to do research provided for students
- Websites to go to as a starting point

Students will choose a topic from the given list of topics or will choose one of their own. Students will be given a graphic organizer to organize their evidence. Students will be given class/computer/library time to do research. Students will be given a class day with the librarian to discuss potential sources for evidence.

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## Teacher Guide

### Pre-requisites and Placement in the Curriculum

When in the year will this take place? What skills and concepts should be covered before the students perform this task?

This is a common task and rubric for research papers. This will be done as the final research paper of the year.

### 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?

- 1 teacher check in for topic check and approval
- 1 day in classroom with librarian with teacher support for resources
- 1 teacher check in for sources progress
- 1 draft for peer review
- 1 final draft to teacher

\*Can add more days for review of sources or citations if necessary. Can collect first draft and send back with suggestions if necessary.

### 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
- 
- Introduce the task and timeline. Provide list of possible topics and graphic organizer.
  - 1 day on how to use the graphic organizer or discuss other ways to take notes from resources, keeping track of where evidence comes from
  - 1 day reliable sources
  - .5 days on proper citations and plagiarism

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- Homework check of topic
- 1 day in the library with librarian to go over places to look for evidence, resources available online and in the library
- 1 work day in the library/computer lab, exit slip is resources students will be using
- 1 day to peer review drafts
- 1 day to share out

### 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
- A timeline for each task
- Time or space for student reflection and feedback

### Sample Unit

- Week 1: Introduce the task and timeline. Graphic organizer and a day to talk about how to keep track of evidence.
- Week 2: Teacher check and approve topic. Day on reliable sources and importance of citations. Day in the library with librarian to discuss resources online and in the library.
- Week 3: Work day in the library/ computed lab. Resource check in exit slip. Begin drafting the paper.
- Beginning of Week 4: Homework check in on thesis statement.
- End of Week 4: Rough draft due in class for peer review.
- Week 5: Teacher check in on draft, extra help after school.
- Week 6: Final draft due

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