

This completed assessment template focused on heroes was developed by Learner-Centered Initiatives to support teachers who use the LCI Template for Curriculum Embedded Performance Tasks. The template includes the description of the performance tasks, related diagnostic and formative assessments, standards and outcomes addressed, scoring rubrics, and both a descriptive summary and checklist of the quality attributes of this task.

Title:	The Superhero
Author(s):	Ninth grade teachers
Essential Question:	Can we all be superheroes?
Big Idea/Enduring Understanding:	Students understand that fictional and real-life characters embody traits that often reflect attributes that we admire and wish to emulate.
Teacher(s) who will implement the assessment: (if different from above)	
Brief Description of the Assessment: <ul style="list-style-type: none"> What will the students do? How is the assessment embedded in the curriculum? How is the performance assessment (summative) connected to the diagnostic and formative assessments? How will the formative assessments allow for teacher and peer feedback and/or student self-assessment? 	<p>Students examine the traits of traditional superheroes such as Batman and Superman and consider why we continue to explore their stories through comic books, graphic novels, and films. They read traditional and contemporary fiction that portrays the hero through his journeys and actions, and explore people in contemporary society who have been identified as heroes, focusing on their stories and traits.</p> <p>The teacher uses students' analysis of the text read throughout the unit as formative assessments, monitoring student understanding and adjusting instruction when necessary. Students are given the opportunity to receive feedback on drafts of the unit's two summative assessments. For the first summative assessment, students use technology of their choice to present their analysis of a</p>

	<p>superhero. The second summative serves as the unit’s culminating assessment, with students writing a proposal recommending a real life or literary character as a model for the new comic book series.</p>
<p>Brief description of how the results/evidence will be used by the teacher:</p>	<p>This curriculum-embedded assessment occurs during the first unit of study for the school year and is implemented by all ninth grade teachers.</p> <p>The pre-assessment is scored using the rubric but is not used for grading and reporting purposes. It is documented by trait to determine student needs, and serves as a baseline to determine growth. Formative assessments are also documented and used to determine areas of need. Teachers may individually determine whether to use the formative assessments for grading and reporting purposes, if students are given the opportunity to revise their written responses after engaging in a feedback activity. Both summative assessments serve as assessments for grading and reporting purposes. The final performance assessment is evaluated with the same rubric used to assess the pre-assessment and used to determine growth. The student work will be scored collaboratively and used to anchor the rubric.</p>

Analysis of a Curriculum-Embedded Performance Assessment: A quality curriculum-embedded performance assessment embodies the following traits. The Superhero performance assessment has been explained in relation to these qualities.

- **measures the most important learning.** The most important learning in this unit has been articulated through its organizing center – the unit’s title, essential question, and big idea. The culminating performance task asks students to write a proposal for a new superhero character using their analysis of heroes in different forms, times, and places, matching the organizing center for the unit – Superheroes; What makes a superhero? Students understand that fictional and real-life characters embody traits that often reflect attributes that we admire and wish to emulate. (validity)
- **strongly aligns to the standards.** The standards for the unit are explicitly aligned to the pre-assessment, formative assessments and summative assessments, as demonstrated through the coding of the standards in the task itself. (validity)
- **includes specific criteria for performance.** Criteria for performance are articulated through both the assessment description and the rubric for the culminating assessment. Criteria for both are strongly aligned to the standards, as shown through the coding in the descriptions and in the rubric itself. (reliability)
- **has an authentic audience and purpose.** There are two authentic audiences for the performance task. The first is the school literary magazine. If this assessment is duplicated in a different school, there may not be a literary magazine, so at best the assessment would be plausible and not authentic. The second authentic assessment is the myhero.com website. This website allows teachers to share the work of their students and the heroes they have learned about. (authenticity, thinking demand)
- **includes diagnostic and formative assessment moments.** The diagnostic for this assessment also serves as a pre-assessment since it is evaluated and documented as a baseline, and not for grading and reporting purposes. The formative assessments all lead to the summative assessments in that the information the students are learning will serve as a basis for their culminating assessment. Two of the formative assessments are drafts which provide students with the opportunity to receive feedback on their work before submitting their final draft. (balanced and diversified, impact on instruction)

Standards/Outcomes Assessed by the Task(s)
Attributes of Quality Assessments: <ul style="list-style-type: none"> Alignment and Validity
Which standards will you formally assess? <ul style="list-style-type: none"> List and label the CCLS standards, content area standards and any dispositional outcomes that will be assessed. Include any information that identifies the most important learning for the unit.
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9 – 10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RI.9 – 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9 – 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9 – 10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.9 – 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9 – 10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9 – 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9 – 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9 – 10.11 Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 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.9 – 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Description of the Assessment Tasks
<p>Attributes of Quality Assessments:</p> <ul style="list-style-type: none"> • Authenticity • Diversified and Balanced • Thinking Demand and Rigor • Alignment and Validity
<p>These assessments will be used to:</p> <ul style="list-style-type: none"> • identify what students know or are able to do prior to instruction (diagnostic) • monitor student learning (formative) • measure what students have learned (summative)
<p>When describing these assessments identify the standards that align with the task.</p>
<p>Diagnostic Assessment/Pre-Assessment: A pre-assessment must be parallel to the summative or post assessment; meaning it must measure the same standards.</p> <p>Pre- Assessment: Students choose a literary, movie or real figure that they feel best exemplifies the qualities of a hero. Students write an explanation of their choice in which they</p> <ul style="list-style-type: none"> • introduce the person by providing a summary of his/her heroic attributes and achievements W.9.1a • provide specific reasons and evidence as to why they consider this person/character to be a hero W.9.1b • compare him/her to other heroes W.9.1a • cite specific evidence from texts W.9.1b • create an organization structure that establishes relationships between reasons and evidence W.9.1a • use appropriate phrases to link your ideas and create cohesion in your writing W.9.1c • maintain a formal style appropriate to a proposal W.9.1e • provide a concluding statement or section that follows from and supports the ideas and information presented W.9.1e • follow the conventions of standard English capitalization, punctuation, and spelling when writing L.9-10.2

Formative Assessment Moments

Formative Assessment: Analyzing the Super Hero – Notes and Reflection

Students examine the traits of comic book superheroes such as Batman and Superman and why we continue to explore their stories through comic books, graphic novels and films. Students choose several mediums in which these characters have been portrayed and analyze each. For each source, students include:

- a summary of the text RL. 9 – 10.2
- the attributes of a hero exhibited in the text and how they are developed RL. 9 – 10.2
- actions and decisions of the superhero and their impact on the story RL. 9 – 10. 3
- an analysis of how the superhero is portrayed in the different mediums and time periods, including what is emphasized or absent from each portrayal and why RL. 9 – 10. 7
- evidence from the text, film, and other media to support their analysis RL. 9-10.1

(The notes and reflection will be used to complete the first summative assessment.)

Formative Assessment: Reader’s Response

Students read a traditional or contemporary novel that portrays the hero through his journey and actions. As they read, they complete a series of responses in which they:

- summarize the text and explain how the hero demonstrates his traits throughout the story RL.9.2, RL.9.3
- cite evidence from the text to support their analysis of the hero and his journey RL.9.1.1

Formative Assessment: Non-Fiction Analysis

Students choose a contemporary figure to research and analyze W.9 – 10. 7. In their analysis, the students:

- summarize the texts and other mediums about their person of choice, and explain how the author of each presented the person as a hero RI.9-10.2
- compare the accounts they read or viewed, determining which details were emphasized in the different mediums RI.9 -10.7
- cite evidence to support their analysis of how the person they have chosen exemplifies the traits of a hero, and the accuracy of the choice of the label “hero” for this person RI.9 – 10.1

Summative/Performance Task:

Summative: Analyzing the Super Hero

Students present SL.9 – 10.4, SL.9 – 10.6 their analysis of a comic book superhero using digital media (i.e. textual, graphical, audio, visual, and interactive elements) so information is easily linked and flexibly displayed. W.9-10.6, SL.9 – 10. 5, W. 9 – 10. 11 In their presentations, students discuss the appeal of superheroes, the history and reinvention of superheroes over time and across mediums RL.9-10.7, and their impact on our understanding of what it means to be a hero RL.9-10.2.

Post-Assessment: The school literary magazine is having a contest to find a hero for a new comic book series. As an expert who has studied and identified the qualities of a hero, you have been asked to make a rendering using the technology of your choice and write a proposal recommending a real, historic or literary person as a model for the new series. In your proposal, you will need to

- introduce your nominee for the new series by providing a summary of his/her heroic attributes and achievements W.9.1a
- provide specific reasons and evidence as to why you consider this person/character to be a hero W.9.1a
- examine the merits of your nominee's qualities by comparing him/her to literary and super heroes you have studied in class W.9.1a, W.9.1b
- cite specific evidence from texts W.9 – 10. 9
- create an organizational structure that establishes relationships between reasons and evidence W.9.1a
- use appropriate phrases to link your ideas and create cohesion in your proposal W.9.1c
- maintain a formal style appropriate to a proposal W.9.1d
- provides a concluding statement or section that follows from and supports the ideas and information presented W.9.1e
- follow the conventions of standard English capitalization, punctuation, and spelling when writing L.9-10.2

After all nominations have been received, the committee will vote on the new comic book hero.

As a class, students will create a video compilation honoring real life heroes that they learned about in class to be shared via myhero.com. W.9 – 10.11, SL.9 – 10. 5

Formative Assessment and Feedback Cycle	
Attributes of Quality Assessments: <ul style="list-style-type: none"> Diversified and Balanced Impact on Instruction 	
Column #1: Formative Assessment Moments <i>What opportunities has the teacher created for formative assessments?</i>	Column #2: Feedback Opportunities <i>How does the teacher provide feedback or opportunities for peer feedback and self-reflection?</i>
<p>Formative Assessment: Analyzing the Super Hero – Notes and Reflection</p> <p>Students examine the traits of comic book superheroes such as Batman and Superman and why we continue to explore their stories through comic books, graphic novels and films. Students choose several mediums in which these characters have been portrayed and analyze each. They include:</p> <ul style="list-style-type: none"> a summary of the text RL. 9 – 10.2 the attributes of a hero exhibited in the text and how they are developed RL. 9 – 10.2 actions and decisions of the superhero and their impact on the story RL. 9 – 10. 3 an analysis of how the superhero is portrayed in the different mediums and time periods, including what is emphasized or absent from each portrayal and why RL. 9 – 10. 7 evidence from the text, film, and other media to support their analysis RL.9-10.1 <p>(The notes and reflection will be used to complete the first summative assessment.)</p> <p>Draft - Summative: Analyzing the Super Hero</p>	<p>The students share a draft of their notes with other students examining similar characters. They ask each other questions to clarify and add information to their notes.</p> <p>Students will engage in a peer review of their draft to ensure that it clearly communicates the key points of their analysis. Students will use this feedback to make final revisions to their presentations.</p>

Formative Assessment: Reader's Response

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Students choose a contemporary figure to research and analyze W.9 – 10. 7. In their analysis, the students:

- summarize the texts and other mediums about their person of choice, and explain how the author of each presented the person as a hero RI.9-10.2
- compare the accounts they read or viewed, determining which details were emphasized in the different mediums RI.9 -10.7
- cite evidence to support their analysis of how the person they have chosen exemplifies the traits of a hero, and the accuracy of the choice of the label "hero" for this person RI.9 – 10.1

Formative Assessment: Nomination Draft

The students use their responses to engage in large and small group discussions on how characters demonstrate historic qualities. Students use these discussions to clarify their understanding of the text. The teacher uses the discussions to determine next steps in instruction.

The teachers reads and responds to student analysis. She uses the responses to determine next steps for instruction. Students use the teacher feedback to revise their analysis in preparation for the summative assessment.

The students engage in peer review on the draft of their nomination before completing the final product.

Criteria for Formative Feedback and Summative Evaluation with Explicit Standards Alignment

What are the criteria that will guide 1) self-assessment 2) feedback to students and 3) scoring of culminating work?

Attributes of Quality Assessments:

- Alignment and Validity
- Reliability

Dimensions	1	2	3	4
Ideas and Content W.9.1a W.9.1b W.9.9	<ul style="list-style-type: none"> • identifies the nominee and establishes him/her as a hero • provides a brief explanation as to why the person/ character should be considered a hero • references the achievements of the nominee but leaves many unanswered questions • evidence is personal rather than from sources 	<ul style="list-style-type: none"> • identifies the nominee and his/her achievements • supplies reasons why the person/character should be considered a hero • provides evidence of the nominee's achievements but does not distinguish him/her from others • evidence is provided but it is either not cited or insufficient in supporting a point 	<ul style="list-style-type: none"> • clearly identifies the nominee and summarizes his/her achievements and attributes • provides specific reasons and evidence identifying why the person/character should be considered to be a hero • examines the merits of the nominee's qualities by comparing him/her to literary heroes and and superheroes • cites specific evidence from texts to support analysis 	<ul style="list-style-type: none"> • makes connections between the purpose, the nominee and his/her attributes and achievements • intentionally uses a variety of specific reasons and concrete details to make explicit points as to why the person/ character should be considered a hero • examines the merits of the nominee's qualities by pointing out his/her strengths and limitations of other potential nominees • cites specific evidence to support and clarify analysis
Organization W.9.1a W.9.1c W.9.1e	<ul style="list-style-type: none"> • has a beginning paragraph that does not immediately establish the purpose of the proposal; identifies the nominee 	<ul style="list-style-type: none"> • has an introductory paragraph that implies the purpose of the proposal and identifies the nominee and his achievements 	<ul style="list-style-type: none"> • writes an introduction stating the purpose of the proposal; identifies the nominee and summarizes his/her attributes and achievements 	<ul style="list-style-type: none"> • writes an introduction establishing the context and purpose for the proposal; makes connections between the purpose, the nominee and

	<ul style="list-style-type: none"> • uses a simple structure to share ideas • Uses transitions to link ideas • provide a concluding statement that restates the purpose of the proposal 	<ul style="list-style-type: none"> • organizes evidence into broad categories • uses transitions to make connections • provide a concluding statement that summarizes the information presented 	<ul style="list-style-type: none"> • creates an organizational structure that establishes relationships between reasons and evidence • uses appropriate and varied transitions to create cohesion, and clarify relationships • provides a concluding statement or section that follows from and supports the ideas and information presented 	<p>his/her attributes and achievements</p> <ul style="list-style-type: none"> • creates an organizational structure to establish important points; making connections and distinctions amongst them • uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. • provides a concluding statement or section that follows from and supports the ideas and information presented and leaves a lasting impression of the nominee
Voice W.9.1d	<ul style="list-style-type: none"> • uses a style that is overly friendly 	<ul style="list-style-type: none"> • tends to stay formal but may lapse into language that is too casual for a proposal 	<ul style="list-style-type: none"> • establishes and maintains a formal style 	<ul style="list-style-type: none"> • establishes and maintains a formal style appropriate for a proposal, appropriate for the intended audience and purpose
Word Usage W.9.1d	<ul style="list-style-type: none"> • relies on slang, colloquialisms, and familiarity 	<ul style="list-style-type: none"> • uses familiar vocabulary 	<ul style="list-style-type: none"> • uses vocabulary appropriate for a proposal 	<ul style="list-style-type: none"> • uses vocabulary that is appropriate for a proposal and powerful in its ability to convey the message of the proposal
Sentence Fluency	<ul style="list-style-type: none"> • uses different types of sentences but may fall back on familiar patterns 	<ul style="list-style-type: none"> • uses different types of sentences 	<ul style="list-style-type: none"> • varies sentence patterns for meaning and style 	<ul style="list-style-type: none"> • varies sentence patterns for meaning, style, and effect

Conventions	<ul style="list-style-type: none"> includes errors in conventions that interfere with comprehension 	<ul style="list-style-type: none"> includes errors in conventions that are distracting 	<ul style="list-style-type: none"> attends to the norms and conventions of standard English 	<ul style="list-style-type: none"> uses norms and conventions stylistically
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The following chart identifies attributes of quality assessments, the degree to which the superheros curriculum-embedded performance assessment addresses the attribute, and an explanation of the assessments strengths, needs and next steps in relation to the attribute.

Attribute	√-	√	√+	Notes: +strengths ? questions/needs -next steps
Alignment			√+	The standards represent a subset of the ELA standards in all modalities. They are explicitly linked to the diagnostic, formative and summative assessment moments. Examination between the tasks and the identified standards reveal strong alignment; the demands and language of the standard have been incorporated into the task.
Diversified and Balanced: Type		√		The assessments chosen are congruent with the identified standards – reading, writing, speaking – and include both products and performances. The assessment would benefit from the inclusion of a process assessment focusing on the rationale behind student decisions.
Diversified and Balanced: Moments		√		This curriculum-embedded assessment includes a pre-assessment, formative assessments, and two summative assessments. The pre-assessment serves as a baseline for measuring growth and is parallel to the summative assessment, measuring the same set of standards. The formative assessments are connected to the summative assessments, and provide opportunities for teachers and students to check for understanding prior to the completion of the summative assessments, as shown through the formative assessment process. The summative assessment could be used to identify strengths and needs and drive instruction in future writing tasks.

Impact on Instruction: Feedback			✓+	The formative assessment cycle identifies opportunities for students to receive feedback and for teachers to adjust instruction based on student need prior to the completion of the task.
Impact on Instruction: Instructional Decisions and Student Needs		✓		The formative assessment cycle identifies opportunities for the teacher to address student needs. The assessment also includes information about a standards-based documentation tool but it is not included. There is no information about whether the assessment information will be shared with support teachers so they may assist specific students or sub-groups of students. It would be helpful to include this information in the blueprint.
Authenticity		✓		As written, the assessment is authentic if there is a literary magazine willing to publish the student work and if the students create a presentation and submit their work to myhero.com. Without the carry through, the assessment is only plausible.
Thinking Demand			✓+	The assessment requires high levels of thinking because the students are synthesizing, analyzing and creating. There are still areas that could be improved. Students are responding to a teacher-generated question rather than their own. There is no assessment of metacognitive knowledge.
Reliability		✓		An explicitly aligned rubric has been included and a plan for scoring identified in the blueprint. The rubric would benefit from the addition of annotated student work.