**QUALITY PERFORMANCE ASSESSMENT PLAN**

**Task Title:** Mythological Hero Argument Paper

**Subject Area/Course:** ELA &SS

**Grade Level:** 8

**Abstract/Summary:** Students will write an argumentative essay discussing an ultimate hero from mythology as defined by the culture. Students will defend their respective choices with evidence from literary text.

**Time Needed to Complete Task:**

**Sources used to create this Task:** Mentoring Minds ELA Curriculum Flip Chart \*\*need the proper citation

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| **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.   * **Math competencies (go to** [**https://ccebos.box.com/s/p8fq7cpnizs2obcio2fb**](https://ccebos.box.com/s/p8fq7cpnizs2obcio2fb)**)** * **Science competencies (go to** [**https://ccebos.box.com/s/451jndfkjsg9fuxo6wab**](https://ccebos.box.com/s/451jndfkjsg9fuxo6wab)**)** * **ELA competencies (go to** [**https://ccebos.box.com/s/t3zpjvsq6nudggzc3yil**](https://ccebos.box.com/s/t3zpjvsq6nudggzc3yil)**)** | |
| * Reading Literature Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and on-print literary texts. * Writing Arguments Competency: 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. * Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create sharable products. | |
| **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 packet can be found at <https://ccebos.box.com/s/lnhf8t1tdntdownjpff9> | |
| * Self-Directed Learner   The ability to be responsible for one's own learning   * Complex Thinker   The ability to demonstrate critical thinking and problem solving strategies   * Quality Producer   The ability to recognize and produce quality performance and quality products   * Effective Communicator   The ability to communicate effectively   * Effective and Ethical User of Technology   The ability to use a variety of technologies effectively and ethically | |
| **Other Goals (local or national standards, or school-specific goals)** | |
| RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  W.8.1. Write arguments to support claims with clear reasons and relevant evidence.  W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  W.8.1d. Establish and maintain a formal style.  W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.  L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.  D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.  D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.  D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.  D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.  D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.  D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. | |
| **Depth of Knowledge Alignment**  **List and explain the depth of knowledge level(s) of the task.** | |
| DOK 3 & DOK 4   * Explain how concepts or ideas specifically relate to other content domains or concepts. * Develop generalizations of the results obtained or strategies used and apply them to new problem- based situations. * Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes. * Apply understanding in a novel way; provide argument or justification for the application. * Synthesize information across multiple sources or text. * Articulate a new voice, alternate theme, new knowledge, or perspective. | |
| **Essential Question(s) or Key Concept(s) to Guide Learning and Inquiry** | |
| * What is a myth? * Why should we study myth? * What do myths reveal about the culture in which it’s found? * How do the myths entertain, instruct, and explain? * What are archetypes and why are they important? * What makes a hero? * What are the steps of the hero cycle? * Who is the ultimate mythological hero? | |
| **Students will know (content) …** | **Students will be able to (skills). . .** |
| * Textual evidence/text support * Inference * Critical/analytical judgments * Generalizations * Background knowledge * Explicitly stated information * Identify an accurate, credible source * Identify and explain alternate, counter, or opposing claims * Identify relevant evidence * Identify and explain argument * Identify and explain alternate, counter, or opposing claims * Identify relevant evidence * Identify and explain argument * Identify and explain a concluding statement * Identify and explain formal style * Recognize language conventions for writing, speaking, reading, and listening * Recognize when verbs are in active or passive voice * Identify and correct misspelled words * Identify and use general academic and domain-specific words and phrases | * Make, test, and revise predictions as they read * Make inferences about author’s decisions and literary elements in a text * Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text * Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read * Make critical or analytical judgments to make generalizations * Create self-motivated interpretations of text that are adapted during and after reading * Draw conclusions about characters and events in a text * Analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis * Write an argument to support claims with clear, logical reasons and relevant evidence * Write an argument which introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims * Write an argument which demonstrates logical organization of reasons and evidence * Write an argument which cites credible and accurate sources of information * Write an argument which demonstrates an understanding of the topic or text * Write an argument which uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence * Write an argument which establishes and maintains a formal style * Write an argument which provides a concluding statement that follows from and supports the argument |
| **DESIGN: Performance Task and Evidence**  *Please design a performance task that will provide evidence of the competencies, work study practices, skills, and content that are listed above.* | |
| **Common performance task summary**  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. This should be closely aligned to the student instructions. | |
| Students will write an argumentative essay discussing an ultimate hero from mythology as defined by the culture. Students will defend their respective choices with evidence from literary text. | |
| **Group Work and Individual Work**  Which parts of the task assess individual achievement of the competency, and which assess group achievement? | |
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| **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, or work study practices. | |
| * Purpose of Writing * Organization * Elaboration of Evidence * Language & Vocabulary | |
| **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. |
| * Assistive Technologies * Adapted Reading Materials * Graphic Organizers * Extended Time | * The Adventures of Ulysses: Bernard Evslin * D’Aulaires’ Book of Greek Myths: Ingri & Edgar D’Aulaires * Heroes in Greek Mythology: Karen Bornemann Spies * Illustrated Dictionary of Mythology: Phillip Wilson * Greek Gods and Heroes: Alice Low & Arvis Stewart * Classic Myths to Read Aloud: William Russell * http://www.mythencyclopedia.com/Go-Hi/Heroes.html |
| **Teacher Guide** | |
| **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? | |
| * Mythology Research Unit (Winter) * Mythology Unit (Spring) | |
| **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, and quizzes)? How do I adjust my instruction accordingly? | |
| * Comprehension Discussions/Questions of Literary Text * Graphic Organizers * Rough Draft of Argument Essay | |
| **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 | |
| Teacher Instructions:   * Have students define their understanding of “myth.” * Define myth as a literary genre. * Have students define their understanding of “hero.” * Define the characteristics of a “hero” as determined by ancient Greek/Roman culture and literature. * Model the reading of a “hero myth.” Discuss hero characteristics. * Provide students with “task directions” and rubric. * Provide students with text, web and/or auditory, sources of mythology. * Facilitate the creation of a student driven, class content-specific word bank. * Provide students with “Hero Characteristics” graphic organizer. * Have students use provided “myth resources” to investigate the following heroes: **Ulysses, Theseus**, **Achilles**, **Hercules**, and **Perseus.** * Review elements of effective argument. * Review effective means of inclusion of text evidence. * Review the use of transitional words and phrases. * Review MLA citation formatting. * Provide students with time and support for writing a rough draft of argument essay. * Conduct writing conferences and/or use assistive technology to support the edit/revision process. * Have students use technology to produce a final draft. * Have students self-assess and submit work for teacher assessment. | |
| **Sample Teaching/Learning Plan**  *Because this task is to be embedded into the implementing teacher’s curriculum, some customization will be necessary. The lesson plan provided here is an aid or model for how the task might be implemented.*  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 | |
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