



PERFORMANCE ASSESSMENT TEMPLATE

V5.27.14

1	Project Title: (Discipline - Course - Competency # - Title)	English 1_ 2369_ Listening: Political Research
2	Purpose (General Task Description)	<p>You are a Political Party Research Officer (http://targetjobs.co.uk/careers-advice/job-descriptions/277643-political-party-research-officer-job-description). Your boss (a state Congresswoman) is on her way to a Conference on a controversial current issue. You are tasked with creating a playlist of relevant resources that she can listen to/watch on her ipod while flying to a conference on the topic.</p> <p>Your resources need to provide her with a variety of viewpoints and be a variety of mediums, so as to prepare her for a range of conversations and interactions with multiple people and situations.</p> <p>You will present her with an ipod that contains a playlist of 4-5 resources, as well as a written description of each and your reasoning for your choices. You will give background on your selections, including a critical analysis of them as audio/video sources and why they are useful resources. You will also provide your boss with an audio/video resource giving an overview of the topic and various viewpoints.</p>
3	Prerequisites (list course prerequisites, if any, not competency level prerequisites)	
4	Competency	Students will demonstrate the ability to listen and view critically for variety of purposes.
5	Competency Analysis blue = skills red - content	Students will demonstrate the ability to listen and view critically for variety of purposes
6	Competency Analysis -	1. ability to listen critically for a variety of purposes



	numbered list	2. ability to view critically for a variety of purposes
7	Discussion Based Assessments-- numbered list	<ol style="list-style-type: none"> 1. Identify different types of listening. 2. Describe important aspects of critical listening and viewing. Explain the value in critical listening and viewing. 3. Compare and contrast two of your listening/viewing sources. How are they similar? How are they different? 4. Explain your reasoning for choosing the resources you did for your Congresswoman. What made them good choices? Why did you choose them instead of other options you saw in your research? 4. Hypothesize what careers might especially need strong listening skills and why.
8	Task 1 Title	Listening and viewing critically.
9	Purpose (formerly overview)	To get an idea of what types of resources are best to include on your playlist, you will research the different types of listening as well as how to listen critically.
10	Directions (formerly steps)-- numbered list	<p>By enrolling in this project, you're on your way to becoming an independent learner which will continue to become an increasingly valuable skill as technology continues to increase the rate of change in our society. Before you begin to conduct searches on the Internet we recommend that you review the following links which provide methods and techniques for conducting successful searches.</p> <p>Click here (http://websearch.about.com/od/searchingtheweb/a/sevenhabits.htm) for tips on effective internet searches and click on this link (http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content) for information on evaluating the quality and accuracy of internet resources.</p> <p>During this project,</p> <ul style="list-style-type: none"> • Please take thorough notes and see the specifications for guidelines on what should be included in research notes. • Please follow the steps for each task to help you to complete your project and take



		<p>the time to thoroughly review the information provided at each website. [standardized text to be inserted in all PAs]</p> <p>1) Research different types of listening, and the purposes of each type. See the sites below to get started.</p> <p>1 - http://www.au.af.mil/au/awc/awcgate/kline-listen/b10ch4.htm 2 - http://catalog.flatworldknowledge.com/bookhub/6963?e=wrench-5822-20120118-211359-222800</p> <p>2) Research how to listen and view critically. The links below can get your started:</p> <p>http://www.forbes.com/sites/nickmorgan/2014/03/18/how-to-listen-effectively-to-a-speech/ http://smarthistory.khanacademy.org/How-to-Watch-and-Listen-Critically.html http://www.medialit.org/sites/default/files/14B_CCKQPoster+5essays.pdf</p>
11	Duration (1 week = ~7 hrs)	1 week
12	Deliverables-- bullet points	<ul style="list-style-type: none"> • Research Notes • Progress Review Meeting with instructor
13	Specifications-- headings with bullet points	<p>Research Notes:</p> <ul style="list-style-type: none"> • Important vocabulary with definitions. • Outline of what you have learned. • Questions about what you have learned. • Notes can be typed or handwritten and scanned (PDF format). <p>Progress Review Meeting:</p> <ul style="list-style-type: none"> • Use ScheduleOnce to set up a time to meet with your instructor.
14	Technology or supplies	



	required	
15	Task 2 Title (if needed)	Political Topics and Resources
16	Purpose (formerly overview)	You will research current political topics and choose one of interest. You will also research various audio/video resources that provide information about your topic of choice.
17	Directions (formerly steps)-- numbered	<p>If this task requires additional research, please click here [insert link to Task 1 specifications] for notetaking guidelines. [standardized text to be inserted in all PAs]</p> <p>1) Research and choose a current political topic of interest. You will research current issues in the media and choose one to focus on for this task. Consider the list below, and any news website for possible ideas. Choose an issue which is of interest to you.</p> <p>http://www.thepoliticalguide.com/Issues/</p> <p>2) Once you've chosen a topic to focus on, you will find relevant audio/video resources to include on your playlist. Audio resources can be found in a variety of places. Below are some areas to start. You might search for the political issue you chose and these terms.</p> <p>npr podcasts news clips news radio youtube</p>
18	Duration (1 week = ~7 hrs)	1 week
19	Deliverables-- bullet points	<ul style="list-style-type: none"> • Research notes • Short paragraph indicating topic of choice and reasoning
20	Specifications -- headings with	Research Notes:



	bullet points	<ul style="list-style-type: none"> • Important vocabulary with definitions. • Outline of what you have learned. • Questions about what you have learned. • Notes can be typed or handwritten and scanned (PDF format). • Include possible audio/video resources and some critical analysis of them <p>Paragraph</p> <ul style="list-style-type: none"> • Your paragraph must describe the current political topic you chose, why it is important, and your reason for choosing this issue.
21	Technology or supplies required	

15	Task 3 Title (if needed)	Create your Playlist
16	Purpose (formerly overview)	<p>You will identify 4-5 audio/video selections about your topic.</p> <p>You will write an explanation for each describing your reasoning behind these choices.</p>
17	Directions (formerly steps)-- numbered	<p>1) Continue your search for audio and video resources on your topic. Narrow down your options to 4-5 selections that provide the best information in the best manner, based on your types of listening and critical listening skills research from task 1. Remember that you want to include pieces that provide a range of perspectives and come from a variety of sources, so as to best prepare your boss.</p> <p>2) Write a paragraph for each of your choices giving context for the selection as well as your reasoning for including it on the playlist.</p>



18	Duration (1 week = ~7 hrs)	1 week
19	Deliverables-- bullet points	<ul style="list-style-type: none"> • Playlist • Written explanation about your selections

20	Specifications-- headings with bullet points	<ul style="list-style-type: none"> • Your playlist should be created in MLA format. • Your written work should be: <ul style="list-style-type: none"> • typed in a legible font • show signs of editing and revising • grammatically correct/error-free • cite the reason for this selection, including: <ul style="list-style-type: none"> ○ why it is a strong source, based on what you learned about critical listening and types of listening skills ○ a critical analysis of the source
21	Technology or supplies required	

15	Task 4 Title (if needed)	Record your audio OR video resource
16	Purpose (formerly overview)	You will apply what you learned about listening resources to create your own audio OR video file that gives an overview of the topic you chose.
17	Directions (formerly steps)-- numbered	<p>1) Record an audio OR video file that gives an overview of your political issue and highlights the main aspects of which your boss should be aware.</p> <p>2) Refer to what you learned about listening and viewing skills when you create your recording.</p> <p>3) Prepare for a discussion-based assessment with your instructor, where you will discuss various aspects of the competency.</p>



18	Duration (1 week = ~7 hrs)	1 week
19	Deliverables-- bullet points	<ul style="list-style-type: none"> • Audio OR video file • Discussion-Based Assessment with Instructor
20	Specifications-- headings with bullet points	<p>Video/Audio recording:</p> <ul style="list-style-type: none"> • 2 to 5 minutes in length • transitions should be smooth • content should be logically organized • audio quality should be clear and at an appropriate volume • should include characteristics of a strong audio or video resource • should include overview of your political issue and highlight main aspects <p><u>Making an Audio File:</u> Please review these video tutorials on creating an audio file on your computer: Creating audio on a Mac Creating audio on a PC</p> <p>Progress Review Meeting:</p> <ul style="list-style-type: none"> • Use ScheduleOnce to set up a time to meet with your instructor.
21	Technology or supplies required	

PACE CHART

	Week #	Week of:	Deliverables (bullet points)
21	1		<ul style="list-style-type: none"> • Research Notes • Progress Review Meeting with instructor



22	2		<ul style="list-style-type: none"> • Research notes • Short paragraph indicating topic of choice and reasoning
23	3		<ul style="list-style-type: none"> • Playlist • Written explanation about your selections
24	4		<ul style="list-style-type: none"> • Audio OR video file giving an overview and highlights of your topic • Meeting with your instructor • Discussion-Based Assessment

	(Copy from row 6)	Exceeds	Competent	Approaching	Notes
25	1. ability to listen critically for a variety of purposes	a. I can listen critically for a variety of purposes, and I know what different purposes might be. b. I can apply a variety of critical listening skills to resources for a particular topic. I can fully assess the strength of the resources.	a. I can listen critically for some purposes, and know what some purposes are. b. I can apply some critical listening skills to resources for a particular topic. I can assess the strength of the resources.	a. I can listen critically for a few purposes, and know what a few purposes are. b. I can apply a few critical listening skills to resources for a particular topic. I can moderately assess the strength of the resources.	
26	2. ability to view critically for a variety of purposes	a. I can view critically for a variety of purposes, and I know what different purposes might be. b. I can apply a variety of critical viewing skills to resources for a particular topic. I can fully assess the strength of the resources.	a. I can view critically for some purposes, and know what some purposes are. b. I can apply some critical viewing skills to resources for a particular topic. I can assess the strength of the resources.	a. I can view critically for a few purposes, and know what a few purposes are. b. I can apply a few critical viewing skills to resources for a particular topic. I can moderately assess the strength of the resources.	



27					
28					
29					
30					
31					

STANDARDS & CROSS-CUTTING COMPETENCIES ALIGNMENT

32	Cross-cutting competencies - see http://goo.gl/w3h185 , rows 2-82, column E. For example: problem formulation, research, communication, etc.	Research, Interpretation, Precision and Accuracy
33	Common Core State Standards - see http://www.corestandards.org/the-standards	<p>CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.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;</p>



		<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
34	National Standards other than ELA or Mathematics (list source)	
35	Grade Level Expectations: see http://www.corestandards.org/the-standards	