ELA Performance-Based Pathway Task Model

Background Information:

In order to complete the Performance-Based Pathway in ELA, students will need to complete a project that they have designed or chosen with guidance from an advisor. This project should connect in some way with the student's goals, interests, or creative pursuits aligned with their High School and Beyond Plan. The project must be designed so that the final products produced by the student will enable an educator to assess whether they have met the high school focus standards. (The advisor and the evaluator may or may not be the same person. The advisor could be a school staff person or community member, but there needs to be a teacher with an English endorsement involved in the evaluation of the student work.)

Schools may approach the creation of this project or learning experience in various ways. Schools could design a learning experience that students could modify to align with their High School and Beyond Plan, could have students design their projects or learning experiences individually, with guidance from an advisor, or do both. In some cases, students might work with advisors or mentors from the community as well as or in place of an advisor from the school. If the project will be evaluated by someone other than the students' project advisor, the evaluator should review the plan before the student begins their work. It will be important that everyone involved in designing the learning experience or project consult the ELA Graduation Pathways rubric as they envision what the student will create.

Task Model: Any performance task that aims to assess the focus standards for the ELA Performance-Based Graduation Pathway must require students to gather sources of information or exemplars of craft, to read and respond to those sources or exemplars, and to create a product (either written or spoken) in which they engage in expression using the English language. The final product may take the form of any genre: narrative, exposition, argument, poetry, oral presentation, video, or another genre as defined by the student.

The student's final product and reading response must demonstrate these indicators:

CHOICE STANDARDS: The student may choose either of these two standards, depending on whether they would like to create a presentation or spoken-word product, or a written product	
SPEAKING & LISTENING: **Presentation of Knowledge and Ideas:**	**WRITING: Text Types and Purposes**
• **SPEAKING & LISTENING: Presentation of Knowledge and Ideas: Indicator 1**: The student conveys a clear and distinct perspective, idea, storyline, or argument, such that listeners can follow the line of reasoning or narrative through the presentation. • **SPEAKING & LISTENING: Presentation of Knowledge and Ideas: Indicator 2:** The student acknowledges and addresses possible alternative perspectives on their argument or ideas. *(If the student's final product is narrative or poetry, this indicator should be demonstrated in their text analysis.)* • **SPEAKING & LISTENING: Presentation of Knowledge and Ideas: Indicator 3:** The student's slides, visual aids, or other props or supports for their presentation are clear, effective, and crafted with attention to detail. Their organization, substance, and style are appropriate to the purpose and audience.	• **WRITING: Text Types and Purposes: Indicator 1:** The student conveys a clear and distinct perspective, idea, storyline or argument, such that readers can follow the line of reasoning or narrative through the text. • **WRITING: Text Types and Purposes: Indicator 2:** The student acknowledges and addresses possible alternative perspectives on their argument or ideas *(If the student's final product is narrative or poetry, this indicator should be demonstrated in their text analysis.)* • **WRITING: Text Types and Purposes: Indicator 3:** The student uses sensory, concrete, figurative, or technical language that conveys their meaning effectively

The student must produce a final product, either oral or written, in any genre, that conveys a clear and distinct perspective, idea, storyline, or argument, such that listeners can follow the line of reasoning, meaning, or narrative. Some possible products could include: essays, short stories, persuasive pieces, brochures, websites, posters, speeches, presentations, plays, spoken-word poetry, oral storytelling, videos, animations (with voice-over), infographics, or any other product that uses text or speech to communicate.

FOCUS STANDARD READING: Key Ideas and Details

READING Key Ideas & Details: Indicator 1. The student uses relevant and appropriate quotes or paraphrases from the text to help them explain their inferences and ideas about what the text says. They explain clearly why these quotes are connected to their ideas or interpretations about the text's message or central ideas.

READING Key Ideas & Details: Indicator 2. The student uses relevant and appropriate quotes from the text to explain where the text is ambiguous or to identify questions that the text does not answer.

Task Features:

The student must analyze at least two written texts that are at a text complexity level that matches the type of text that students will need to be able to read in their chosen field after high school.

The student must annotate a printed copy of one text, using underlining or highlighting and margin notes to indicate these features of the text:

A sentence or group of sentences/phrases that best communicate the central idea or core message of the text

A place where the text is ambiguous or where the reader may have questions that are not answered by the text

A section of the text that could be used to support the student's interpretation of what the text says.

The student must produce a written analysis of the texts in which they explain their interpretation of the texts using quotes or paraphrases from the texts to support their argument. (If the student has decided that an essay or written argument of some kind will be their final product, then this analysis may be contained in their final product. If the student is producing a narrative, poetry, or any kind of oral or recorded creative work, then this analysis must be turned in <u>along with</u> the final product.)

FOCUS STANDARD READING: Craft and Structure

READING Craft and Structure: Indicator 1. The student identifies at least 3 key words or phrases in a text, and for each one, provides interpretation of what the word means in the context of the text, and analysis of why the author may have chosen this word, or ways in which the author uses the word creatively.

Task Features:

The student must annotate a printed copy of one text, using underlining or highlighting and margin notes to indicate these features of the text:

3 key words or phrases in the text

interpretation of what the word means in the context of the text

analysis of why the author may have chosen this word, why the word is important, or ways in which the author uses the word creatively.

FOCUS STANDARD WRITING: Production and Distribution of Writing

WRITING Production and Distribution of Writing: Indicator 1. The style and tone (of the writing or presentation) are well-chosen for the audience and purpose.

WRITING Production and Distribution of Writing: Indicator 2. The organization of ideas (in the writing or presentation) is clear, and the student uses a variety of transitional strategies to clarify the relationships between and among ideas, paragraphs, and sections.

Task Features:

> The student must produce a final product, either oral or written, in any genre, that uses tone and transitions effectively to communicate to the reader or audience.3 key words or phrases in the text.

FOCUS STANDARD WRITING: Integrate Knowledge and ideas

WRITING Integrate Knowledge and Ideas: Indicator 1. The student has gathered relevant information from at least five authoritative sources {including information presented in text as well as other media or formats, including interviews], using advanced searches effectively.

WRITING Integrate Knowledge and Ideas: Indicator 2. The student has assessed the strengths and limitations of each source in terms of the task, purpose, audience, and the validity and integrity of the source. The student's analysis addresses each of these four resource elements, as defined by the [National Association of Media Literacy Education](): authorship, purpose, economics, and content.

WRITING Integrate Knowledge and Ideas: Indicator 3. The student has integrated information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation.

Task Features:

> The student must engage in research that informs their final product, consulting with at least **five** authoritative sources {including information presented in text as well as other media or formats], using advanced searches effectively. Interviews with experts or community members are encouraged as possible sources. The two texts mentioned in the reading section above are included in this set of sources.

> The student must produce an annotated bibliography which will include an alphabetical list of sources, with citations formatted in an accepted style (for example MLA or APA). Each citation should be followed by a paragraph explaining how the source was found, and why the student found it to be relevant and reliable. The student's analysis should address these four resource elements, as defined by the [National Association of Media Literacy Education](): authorship, purpose, economics, and content. This paragraph may also contain notes on elements that the student found interesting or noteworthy about that source.

> The student must integrate information or quotes from these sources into one of their final products. If the student is creating a narrative, poetry, or other product in which it would be inappropriate to integrate information, then they should integrate information from the sources into their text analysis. If the student is creating a final piece that is expository, persuasive, or informative, then they should integrate information from the sources into their final product.

LANGUAGE Conversations of Standard English: Indicator 1. The student has reviewed their work for correct sentence formation and fixed grammatical errors or instances of lack of agreement. There may still be a few small errors, but they do not stop the reader or listener from understanding the student's meaning.

LANGUAGE Conversations of Standard English: Indicator 2. The student has reviewed their work and fixed capitalization and punctuation errors. There may still be a few small errors, but they do not get in the way of the reader.

Task Features:

> Because some portions of some student's work may be oral or recorded, the teacher should review all of the written components of the student's work to assess this standard - the text analysis, reflection on sources, and final product (if appropriate).

Here are three hypothetical examples of projects that could be designed using this task model. *Note: the creation of these projects/learning experiences will be very individualized and connected to the context of the student, school and community. These hypothetical examples are intended to serve as samples of possibilities, rather than exemplars.*

Business Plan or Career Exploration	Creative Endeavor	Argument, Civic Action or Research
The student has a vision of a business that they would like to create or design after leaving high school - for example, a beauty salon. They research the federal and state regulations pertaining to salons, utilizing at least two written texts along with videos, charts, infographics or any other type of sources. Once their research is complete, they produce these items: 1. A text analysis of the written sources, including an annotated copy of at least one text, discussing the central ideas of each. 2. An annotated bibliography explaining	The student is passionate about a form of creative writing - for example, poetry or sports writing. They seek out exemplars of that type of writing to read, or perhaps a few exemplars plus some critical writing. Once their reading is complete, they produce these items: 1. A text analysis of the exemplars/criticism, including an annotated copy of at least one text, discussing the central ideas of each. 2. An annotated bibliography explaining	The student is passionate about a school, local, tribal, state, national, or international issue. They seek out resources to deepen their understanding of this issue. After their research is complete, they produce these items: 1. A text analysis of the written sources that they consulted, including an annotated copy of at least one text, discussing the central ideas of each. 2. An annotated bibliography explaining how they searched for and selected sources

how they searched for and selected sources 3. A brochure, presentation, website or other resource about the most important regulations pertaining to beauty salons in Washington and detailing the most important things for new business owners to know. Ideally, their teacher would work with them to find a way to publish or share this piece with an appropriate audience.	how they searched for and selected sources 3. A piece or pieces of writing or oral work in the genre that they are passionate about. If this project is done relatively early in the year, the work could be submitted (if the student wants) in national contests such as the Scholastic Art and Writing Awards. Alternatively, the student may find some other way to publish or share their creative work.	3. A piece or pieces of writing or presentation in which they communicate their position on the issue or propose solutions to a problem. Ideally, their teacher would work with them to find a way to publish or share this piece with an appropriate audience.

Schools may design a variety of ways to support students in crafting their projects, engaging in research and creation, getting feedback, revising, and polishing final products. Some schools may design elective or core classes in which students work on Graduation Pathways; other schools may bring in community volunteers to mentor students in their Pathway projects; some schools may use enrichment blocks or Advisory classes to support this work; other schools may design other creative approaches. No matter how the school chooses to provide student support, these steps will probably be helpful:

1. The student works with a mentor or mentors to design their project in alignment with their own High School and Beyond Plan.

2. The student and mentor/s establish a timeline with specified project benchmarks, check-ins, and opportunities to get feedback

3. The student works on their reading and product creation, receiving feedback and revising along the way. During this process, both the students and the mentors use the Graduation pathway rubric to self-assess or give feedback.

4. The student turns in a final product and is evaluated using the ELA Graduation Pathway Rubric. The final product must include a short reflection (written, oral or recorded) about how this project connects with the student's High School and Beyond Plan, including a self-evaluation of the skills and learning that were gained.

5. We estimate that this process would take approximately a semester to complete.

Student Checklist

Student projects will all be unique and personalized to connect with the High School and Beyond Plan. However, no matter what you will be creating for your project, the following elements must be included in your work:

Research

Did you seek out five different resources on your topic, with at least two being written texts)?

Did you assess each source for relevance and (if appropriate) reliability?

Did you produce an annotated bibliography which includes:

> an alphabetical list of sources, with citations formatted in an accepted style (for example MLA or APA);
>
> A paragraph for each source explaining how the source was found, and why you thought it was relevant and reliable. In this paragraph you should address the following questions:
>
>> Who created this resource?
>> What did they hope to achieve?
>> Who paid for this or makes money from it?
>> What values or perspective does it represent?

Notes on elements that you found interesting or noteworthy about that source?

Text Analysis

Did you annotate a printed copy of one text, using underlining or highlighting and margin notes to indicate these features:

> A sentence or group of sentences/phrases that best communicate the central idea or core message of the text?
> A place where the text is ambiguous or where the reader may have questions that are not answered by the text?
> A section of the text that could be used to support your interpretation of what the text says?
> Three different important words in the text, using, margin notes to define them in the context of the text, and to briefly explain **either** why they are important, why the author chose them, or how the author uses this word creatively?

Did you produce a written analysis of the texts in which you explain your interpretation of the texts using quotes or paraphrases from the texts to support your argument? **(If an essay or written argument of some kind will be your final product, then this analysis may be contained in their final product. If you are producing a narrative, poetry, or any kind of oral or recorded presentation/creative work, then this analysis must be written and turned in along with the final product.)**

Final Product:

Did you produce a final product, either oral or written, in any genre, that conveys a clear and distinct perspective, idea, storyline, or argument, such that listeners can follow the line of reasoning or narrative through the presentation?

Did you use tone and transitions to communicate effectively to your reader or audience?

Did you integrate information, perspectives or quotes from your sources into your final product? *(If you have created a narrative, poetry, or other product in which it would be inappropriate to integrate information, then have you integrated information from the sources into your text analysis?)*

Did you ensure that the products you have created are clear, effective, and crafted with attention to detail, with organization, substance, and style that are appropriate to the purpose and audience?

Did you create a short reflection (written, oral or recorded) about how this project connects with your High School and Beyond Plan, including a self-evaluation of the skills and learning you gained?

Proofreading and Attention to Detail:

In all of the written items for your Pathway, have you reviewed your work and fixed grammatical errors, instances of lack of agreement, or punctuation errors?

Have you used the [ELA Graduation Pathways rubric](#) to review, self-assess, and revise the components of your project, and/or to seek feedback from others?