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| **My Quality Performance Assessment**  **Overview Page** |

Title of Performance Assessment: Step into My Shoes

Type of Performance Assessment: Writing Focused Project

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Original author (if this is an adapted assessment):

1. Content Area: ELA
2. Course Title: Junior English
3. Grade Level: 11th
4. Topic: The American Dream
5. What unit of study is this performance assessment embedded within? Cycle I, First Unit
6. What course-specific concepts and big ideas are relevant to this performance assessment?

**Essential Question:**

**Do we create or find our true selves?**

1. What course-specific skills does this performance assessment connect to?

**Writing Standards :**

**2 – informative/explanatory**

**3 – narrative integrated into informative/explanatory**

1. Overview of Performance Assessment:

*Students will explore the concept of The American Dream through the lens of the various characters in The Great Gatsby and based on their own life experiences. Then, they will construct an inventory of items (physical or pictures of the items) that represent themselves in the past, present, and future. Each item will fit into a shoe box, thus inviting others to step into their shoes by viewing the contents. Students will justify each item in the box with an artist’s statement, they will decorate the outside of the box to represent their concept of The American Dream, and will develop one thesis statement to that effect. For example, it might read: The American Dream is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finally, students will answer the essential question, supporting their assertion with evidence from both The Great Gatsby and their own personal reflections through the shoe box project.*

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| **My Quality Performance Assessment**  **Planning Form** |

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| 1. What are the performance outcomes being assessed?  *What students should know, understand, or demonstrate that you want to measure.* | *Students should know various interpretations of The American Dream.*  *Students should understand The American Dream as it pertains to the characters in The Great Gatsby.*  *Students should demonstrate their own definition and vision of The American Dream through their visual representation and thesis statement.*  *Students should represent the past, present, and future with items/pictures and justify each item/picture.* |
| 2. What standards are aligned with these performance outcomes?  *Standards relevant to your local context; for U.S. teachers, may include Common Core State Standards, Next Generation Science Standards, C3 Framework for Social Studies Standards, ELD Standards, 21st Century Skills.* | **Writing Standards:**  **informative/explanatory**  **narrative integrated into informative/explanatory**  **Reading standards:**  **cite textual evidence/draw inferences**  **determine central ideas/themes/summarize**  **analyze complex characters** |
| 3. How will you set the context for the task and engage students in authentic and relevant ways?  *Instructional activity setting real-world or disciplinary context, audience and purpose.*  *Consider students’ lived experience, interests, and/or prior knowledge.* | The context will be set by introducing the historical time period for *The Great Gatsby* and by rolling out the essential question for initial reactions, writing, and discussion. Students will gain a sense of what the 1920s was like, what people think about the pursuit of The American Dream, and begin to ponder how this has evolved (or devolved) in today’s world. This will be the basis for the shoe box project. Also, students will begin decorating the outsides of their boxes after they have considered various interpretations of The American Dream, thought about their own, and determined their definitions of it. |
| 4. What materials/resources will students encounter and use in this performance assessment?  *Texts, media, data, sources of information.*  Teacher resource:  American Dream promtps for writing and/or discussion <http://www.schools.utah.gov/CURR/langartsec/Professional-Learning/IVC/Middle-School/2014/OctoberAmericanDream.aspx> | Student Prezi on 1920s American Dream: <https://prezi.com/fd5z4fw-guel/the-american-dream-during-the-1920s/>  The American Dream in 1931 <https://www.reference.com/history/american-dream-1930s-809757d5533c5a2a#>  Image of Billboard in 1940s – Changing America <http://2.bp.blogspot.com/-Bcjh2TcAM1E/TxphGQXYlYI/AAAAAAAAFrc/CaDyIf4N-kU/s1600/The+American+Dream+colorized+photo.jpg>  Student Prezi on 1950s Post-War American Dream: <https://prezi.com/4qjuueortn-k/the-american-dream-in-the-1950s/>  Does the American Dream Still Exist? <http://www.marketplace.org/2015/10/30/economy/anxiety-index/does-american-dream-still-exist>  Project Outline & Weekly Checklist – Student Handouts  Project Rubric – Student Handout |
| 5. What specific question(s) and directions will be in your prompt?  (What will your prompt say?)  *Student directions, questions, or prompt. A clear product should be indicated.* | The American Dream is many things to many people. To some it is the pursuit of a successful career and the development of a stable, happy family life. To others it is simply to live freely in a Democratic society. What is The American Dream to you? How does your past and present shape your vision for this dream? Do we create or find our true selves?  In order to work through this idea and these questions, you will (products are in **bold**):   * reflect on where you’ve been, where you are, and where you’re going * collect items or photos that represent these parts of your life * consider various viewpoints on The American Dream * analyze characters in *The Great Gatsby* in their pursuits of The American Dream * determine what The American Dream is to you & represent that with images and/or symbols * **write justifications for the items, photos, and/or symbols that you include** * **create a display using a shoe box that encompasses these ideas and concepts, thus allowing others to “step into your shoes”** * **develop a thesis statement that represents your conclusions** |
| 6. What will students produce that will give you evidence of their performance?  *The specific sources of evidence (student products) that you will use to evaluate student performance* | Shoe box with The American Dream represented on outside; student past, present, future represented inside; written justifications of both the outside and items inside; thesis statement on The American Dream. |
| 7. What is your scoring system?  *The criteria for quality (e.g., checklist, rubric) used to capture student achievement of the performance outcomes.* | Rubric developed by PLC |
| 8. What scaffolding strategies or mini-tasks will help students access and complete the performance assessment?  *Mini-assignments that are used to help students do the thinking work and production that leads up to completing the task and helping students acquire key skills (e.g., graphic organizers, structured dialogues, modeling, free-writes, annotated bibliographies, drafts, self- or peer-edits).* | **Prompt given at beginning of unit:** The American Dream is many things to many people. To some it is the pursuit of a successful career and the development of a stable, happy family life. To others it is simply to live freely in a Democratic society. What is The American Dream to you? How does your past and present shape your vision for this dream? Do we create or find our true selves?  -students write to this and discuss as groups, then whole class  **Articles/images/presentations read and considered/discussed on various versions of The American Dream given in the first week of the unit:** resources listed above  **Character analysis:** teachers will facilitate analysis of characters in the novel as it relates to their pursuit of The American Dream. This will further shape student definitions/visions of the concept.  **Table of Contents:** students will use a table of contents to catalog the items/photos they put inside the box; they must provide a written justification of each item.  **Checklist:** students will use a weekly checklist to work through all parts of the shoe box project; this will be collected by the teacher for periodic assessment.  **Peer Review Form**: this form will be given to students and used to facilitate critical feedback before the project is submitted in its entirety to the teacher for grading. |
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