

## Performance Task Rubric

### Competency # 4: Listening/Speaking/Viewing

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|--|--|--|---|---|
| A (93-100)<br>A- (90-92)   | B+ (87-89)<br>B (83- 86)<br>B- (80- 82)  | C+ (77-79)<br>C (73- 76)<br>C- (70- 72)  | D+ (67- 69)<br>D (63- 66)<br>D- (60- 62)  | F (0 – 59)  |
| <b>EP</b><br>Exceptionally Proficient  | <b>P</b><br>Proficient   | <b>BP</b><br>Basic Proficiency   | <b>LP</b><br>Limited Proficiency  | <b>I</b><br>Insufficient                              |
| <b>Learner demonstrates clear and consistent mastery</b> – applying essential content knowledge and skills to new and complex tasks. | <b>Learner demonstrates reasonably consistent mastery</b> – applying essential content knowledge and skills to new and moderately complex tasks with occasional lapses in quality. | <b>Learner demonstrates adequate but inconsistent mastery</b> – applying essential content knowledge and skills to new tasks with lapses in quality. | <b>Learner demonstrates little or no mastery</b> - lacking quality and consistency in application of essential content knowledge and skills to new tasks. | Insufficient demonstration of performance indicators. |

Performance task demonstrates that learner can authentically and independently:

- engage in respectful and meaningful academic discourse to collaborate, build on others’ ideas and persuasively express my own.
- adapt speech to a variety of contexts and communicative tasks, demonstrating an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.
- view and listen to multimedia recording to analyze, critique and discuss texts from /movements of American literature.
- create and make strategic use of digital and visual media to effectively communicate.

Course-specific criteria which must be met for this competency within each semester:

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|--------------------------|---|
| <b>Honors English 11</b> | <p><b>Over the course of the Fall semester</b>, listening/speaking/viewing performance tasks must be related to readings from the Colonial, Neoclassical, Romantic, Realist, and Contemporary literary periods/movements and include:</p> <ul style="list-style-type: none"> <li>• formal academic discourse in person as well as discussion boards</li> <li>• interpretation of multimedia recordings (film, audio etc. )</li> <li>• creation of at least one of the following: kiosk presentation, digital story performance, podcast performance</li> </ul> <p><b>Over the course of the Spring semester</b>, listening/speaking/viewing performance tasks must be related to readings from the Romantic, Naturalist, Modernist, Harlem Renaissance, and Contemporary literary periods/movements and include:</p> <ul style="list-style-type: none"> <li>• formal academic discourse in person as well as discussion boards</li> <li>• interpretation of multimedia recordings (film, audio etc. )</li> <li>• creation of at least one of the following: kiosk presentation, digital story performance, podcast performance</li> </ul> |
| <b>CP English 11</b>     | <p><b>Over the course of the Fall semester</b>, listening/speaking/viewing performance tasks must be related to readings from the Colonial, Neoclassical, Romantic, Realist, and Contemporary literary periods/movements and include:</p> <ul style="list-style-type: none"> <li>• formal academic discourse in person as well as discussion boards</li> <li>• interpretation of multimedia recordings (film, audio etc. )</li> <li>• creation of at least one of the following: kiosk presentation, digital story performance, podcast performance</li> </ul>  |

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| <b>American Experience</b> | <p><b>Over the course of the Fall semester</b>, listening/speaking/viewing performance tasks must be related to readings from the Colonial, Neoclassical, Romantic, Realist, and Contemporary literary periods/movements and include:</p> <ul style="list-style-type: none"><li>• formal academic discourse in person as well as discussion boards</li><li>• interpretation of multimedia recordings (film, audio etc. )</li><li>• creation of at least one of the following: kiosk presentation, digital story performance, podcast performance</li></ul> <p><b>Over the course of the Spring semester</b>, listening/speaking/viewing performance tasks must be related to readings from the Romantic, Naturalist, Modernist, Harlem Renaissance, and Contemporary literary periods/movements and include:</p> <ul style="list-style-type: none"><li>• formal academic discourse in person as well as discussion boards</li><li>• interpretation of multimedia recordings (film, audio etc. )</li><li>• creation of at least one of the following: kiosk presentation, digital story performance, podcast performance</li></ul> |