



Performance Assessment Task Planning Tool

USE THIS TOOL TO DESIGN¹ & SUBMIT TASKS FOR VALIDATION

(Submit in conjunction with student instructions, rubric, and student work samples)

<input type="checkbox"/> LOCAL COMMON TASK* <small>*Shared among teachers</small>	<input type="checkbox"/> SINGLETON COURSE TASK* <small>*One teacher, one course</small>	<input type="checkbox"/> REVIEWED #1 (LOCAL) <small>*School-based peers</small>	<input type="checkbox"/> REVIEWED #2 (EXTERNAL*) <small>*SAU39, PACE, SCALE</small>	<input type="checkbox"/> STUDENT READY	<input type="checkbox"/> TASK BANK SUBMISSION
Performance Task Name <small>Unique name given to this performance task</small>			Graphic Story Writing & Introductory Essay		
Content Area <small>For example: ELA, Science, Math, Social Studies, etc.</small>			English – World Literature		
Grade-Level/Course Name <small>If this is a middle or high school task, indicate grade level <u>and</u> course name if applicable.</small>			Grade 11		
Contributing Author(s) <small>List the names and schools of ALL contributing authors in the task.</small>			Aimee Gibbons, Steve Dreher, Gavin Sturges, Sean Whelan,		
Citations/Attributions <small>If this task is an adaptation of work published elsewhere, list all citations/attribution².</small>			N/A		
Checklist of included/attached items for Tuning/Validation YES QPA Task Planning Tool <ul style="list-style-type: none"> • Student Instructions • Rubric (annotated with Standards) • Student work sample • Links or copies of actual texts used by students 					
Task Overview <small>Describe the context and curricular connections of the performance task.</small>					
Student Products <ul style="list-style-type: none"> • How will students demonstrate mastery? (What will they produce, present, do?) • List each assessed product separately. 			Graphic Narrative Introductory Essay		
Curricular Connections <ul style="list-style-type: none"> • Unit Title/Thematic Topics • Essential Questions • Big Ideas/Enduring Understandings (Important/key concepts that students will carry with them beyond the unit.) 			Title: There Are No Single Stories. EQ: How can the graphic novel effectively express the complexity of Muslim Women’s experience? Understandings: Students will learn of the danger of a single story, and the human experience involves multiple perspectives Students will understand writing techniques in order to effectively adapt from multiple informational texts Students will understand the unique qualities of the graphic novel medium Graphic novels can serve as an effective medium to portray emotional stories through visuals		

¹ Use in Conjunction with “SAU 39 Unit Plan Guidelines and Review Checklist”

² If submitting to a Task Bank, permission to include copyrighted work must be obtained by the author(s) listed above from the originator of the adapted work and documented here.

<p>Focus on Deeper Learning, Authenticity</p> <ul style="list-style-type: none"> • <i>What DOK level does most of the task require?</i> • <i>What real world problem or authentic context/purpose does the task address?</i> 	<p>DOK 4</p>
<p>Student Choice and Agency</p> <ul style="list-style-type: none"> • <i>What choice/ownership opportunities do students have?</i> • <i>How does the task allow for variations in responses and/or solution pathways?</i> • <i>How does the task allow for student planning and management of information/ideas?</i> 	<p>Students will have the choice regarding the nonfiction stories and perspectives they wish to adapt Students will have the choice of what story they want to tell and how they want to tell it Students will have the choice of style for their graphic representation</p>
<p>Learning Goals</p> <ul style="list-style-type: none"> • List the assessed Competencies and Standards <i>What Competencies will be assessed?</i> <p><i>What Standards will be assessed?</i></p> <p><i>List each Competency with the associated Standards below</i></p> <p><i>Include both discipline-based competencies and WSP</i></p>	<p>Graphic Narrative</p> <p>Competency: Narrative Writing CCSS.W.3a CCSS.W.3b CCSS.W.3c CCSS.W.3d CCSS.W.3e CCSS.W.4</p> <p>Competency: Language CCSS.L.1 CCSS.L.2 CCSS.L.3 CCSS.L.5 CCSS.L.6</p> <p>Introductory Essay</p> <p>Competency: Explanatory Writing CCSS.W.2a CCSS.W.2b CCSS.W.2c CCSS.W.2d CCSS.W.2f CCSS.W.4</p> <p>Competency: Language CCSS.L.1, CCSS.L.2 CCSS.L.3 CCSS.L.5a CCSS.L.5b CCSS.L.6</p> <p>Competency: Writing Process & Technology CCSS.W.8</p> <p>Competency: Research CCSS.W.9</p>
<p>Work Study Practices</p> <ul style="list-style-type: none"> • <i>What critical abilities are students demonstrating?</i> 	<p>Self-direction</p>
<p>Task Timeframe</p> <ul style="list-style-type: none"> • <i>When in the year does task occur?</i> • <i>How long do students work on task?</i> • <i>How long is unit?</i> 	<p>Semester 2 Project: Two weeks in class, additional out of class time Unit: four weeks Narrative writing techniques, reading informational texts,</p>

<ul style="list-style-type: none"> • <i>What prior knowledge or practice do students have?</i> 	<p>critical reading, research, the “Danger of a Single Story” explored throughout the year</p>
<p>Primary Materials & Resources</p> <ul style="list-style-type: none"> • <i>Texts, materials, resources accessed/utilized</i> 	<p><i>Price of Honor: Muslim Women Lift the Veil of Silence on the Islamic World</i> - Jan Goodwin <i>Nine Parts of Desire: The Hidden World of Islamic Women</i> - Geraldine Brooks <i>Persepolis</i> - Marjane Satrapi Excerpts from a variety of graphic novel/memoir (e.g. Maus, Diary of a Wimpy Kid, Locke and Key, Vendetta ...)</p>

Key Criteria for Assessment: Scoring Rubric(s) Used to Assess this Task

Include all rubrics to be used in the assessment of students' proficiency with this performance task. Be specific in the description of the student product(s) and activities to which the rubric(s) will be applied. Copy and paste the rubric scoring criteria here. Annotate the rubric to make clear which standards and competencies are aligned with each scoring dimension. Rubrics adapted to student-friendly language should be included in the student instructions section. However, they should align with teacher-use rubrics included here.

Listing which part (activity and/or product) of the task is used for assessment through the rubric assists in comparable administration across districts and replication of the task by various educators.

Student Product(s) <i>(List each assessed product separately.)</i>	Learning Goals <i>(List the Standards and Competencies aligned with each scoring dimension)</i>	Proficiency Level Dimensions & Criteria <i>(Copy/paste rubric Proficiency Level dimensions and/or criteria here.)</i>
Graphic Narrative	<p>Competency: Narrative Writing</p> <p>CCSS.W.3a CCSS.W.3b CCSS.W.3c CCSS.W.3d CCSS.W.3e</p> <p>CCSS.W.4</p> <p>Competency: Language Standards:</p> <p>CCSS.L.1 CCSS.L.2 CCSS.L.3 CCSS.L.5 CCSS.L.6</p>	<p>FOCUS[1] CCSS.W.3a CCSS.W.4</p> <ul style="list-style-type: none"> ▪ The writing engages and orients the reader by setting out situations and/or observations. ▪ The writing establishes a POV, introduces a narrator and/or characters. <p>DEVELOPMENT³ CCSS.W.3b CCSS.W.3d CCSS.W.4 CCSS.L.5</p> <ul style="list-style-type: none"> ▪ Consistently uses narrative techniques such as reflection, and mostly realistic dialogue; a steady pace is used to move the story forward ▪ Uses precise descriptions and sensory language to show the experiences, events, setting, and characters. ▪ Uses figurative language, word relationships, and nuanced vocabulary to convey experiences and events and to develop the setting and characters. <p>ORGANIZATION⁴ CCSS.W.3c CCSS.W.3e CCSS.W.4</p> <ul style="list-style-type: none"> ▪ Uses techniques to sequence events to create a unified whole. ▪ Provides a conclusion that follows from the narrated experience, observation, or realization that demonstrates the relevance of the belief to the audience <p>Conventions of Standard English⁵ L.1 L.2</p> <ul style="list-style-type: none"> ▪ Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. ▪ Uses language and tone appropriate to the audience and purpose. <p>Language & Vocabulary⁴ CCSS.L.3 CCSS.L.6 CCSS.W.3.d</p>

³ PACE gr 10 narrative rubric

⁴ PACE gr 10 narrative rubric (2nd and 3rd bullets only)

⁵ SCALE argument/informational rubrics

		<p>CCSS.W.4</p> <ul style="list-style-type: none"> Uses language and tone appropriate to the audience and purpose. <hr/> <ul style="list-style-type: none"> [1] Jeanne/CCSS [2] PACE gr 10 narrative rubric [3] PACE gr 10 narrative rubric (2nd and 3rd bullets only) [4] SCALE argument/informational rubrics
<p>Introductory Essay</p>	<p>Introductory Essay Competency: Explanatory Writing CCSS.W.2a CCSS.W.2b CCSS.W.2c CCSS.W.2d CCSS.W.2f CCSS.W.4</p> <p>Competency: Language CCSS.L.1, CCSS.L.2 CCSS.L.3 CCSS.L.5a CCSS.L.5b CCSS.L.6</p> <p>Competency: Writing Process & Technology CCSS.W.8</p> <p>Competency: Research CCSS.W.9</p>	<p>FOCUS CCSS.W.2a</p> <ul style="list-style-type: none"> Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic. <p>Selection & Citation of Information CCSS.W.2b CCSS.W.9</p> <ul style="list-style-type: none"> Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas. Consistently cites sources with minor formatting errors. <p>Development & Explanation CCSS.W.2b CCSS.L.5a[1] CCSS.L.5b[2]</p> <ul style="list-style-type: none"> Accurately explains ideas and source material, and how they support the controlling idea. <p>Organization CCSS.W.2c CCSS.W.2.f[3] CCSS.W.4</p> <ul style="list-style-type: none"> Groups and sequences ideas to develop a cohesive explanation. Uses transitions to clarify the relationships among complex ideas, concepts, and information. <p>Conventions CCSS.L.1, CCSS.L.2[4] CCSS.W.8[5]</p> <ul style="list-style-type: none"> Consistently applies Standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. <p>Language CCSS.L.3 CCSS.L.6 CCSS.W.2d CCSS.W.4</p> <ul style="list-style-type: none"> Uses language and tone appropriate to the audience and purpose <hr/> <p>[1] Apply CCSS.L.5a <i>if appropriate for the specific task demands.</i> [2] Apply CCSS.L.5b <i>if appropriate for the specific task demands.</i> [3] Include specific instructions for providing a concluding statement in the Student Instructions (e.g., in a checklist) [4] Record score in gradebook for CCSS.L.1 and/or CCSS.L.2 <i>depending upon instructional focus.</i> [5] Apply CCSS.W.8 <i>if appropriate for the specific task demands.</i></p>

Teacher Directions

Describe all directions that the teacher needs to use in the administration of all aspects of the performance task, including lesson focus learning targets and formative assessment tasks. Bear in mind that teachers other than the original author(s) will need these directions in order to administer the task. Include hyperlinks for online resources. A day-by-day description of lessons is often a helpful approach.

Lesson Focus/ Learning Target	Lesson Description	Formative Assessments
Genre study: Prior to introducing assessment tasks, read a graphic novel	Students complete a close reading of <i>Persepolis</i> , paying close attention to Sartrapi’s artistic choices and the content of the novel.	<input type="checkbox"/> Quiz <input type="checkbox"/> Graded Discussion <input type="checkbox"/> Short Constructed Response Analyses
Understanding the variety of techniques that an artist might use to convey a message through art.	Students select four most compelling frames from the whole book of <i>Persepolis</i> and discuss what was graphically appealing or effective.	Participation in the discussion.
characteristics of the graphic novel	Students will view a PowerPoint on the characteristics of the graphic novel medium and examples	<input type="checkbox"/> Short Constructed Response: Analyze how <i>Persepolis</i> illustrates characteristics of graphic novel
Moving from a written form of memoir to a visual form	<ul style="list-style-type: none"> *Read a selection of written memoirs (Patti Smith “Just Kids”, David Beckham “Both feet on the ground”. Jeanette Winterson “Why be happy when you could be normal?”) *Identify techniques, style, information, voice, tone, etc. *Share findings in small groups *Discuss in small groups what are the most visually powerful aspects of the excerpts. 	*Draw your own creative interpretation of one powerful paragraph from one of the memoir excerpts using elements of the graphic novel. In your drawing include short descriptive phrases from the memoir in your drawing.
Character development	Students will learn the characteristics of compelling characters to help in their adaptations	Students will create a profile based on these traits for a brand new original character

Narrative structures in short stories	Students will learn the attributes of proper short story structure, and then create their own examples	Students will choose an existing story and then create their own to fill in the blanks to demonstrate understanding of story structure
Understanding a wide range of Muslim women's experiences.	<ol style="list-style-type: none"> 1. Read the accounts. Take notes on the following <ol style="list-style-type: none"> a. What aspects of the experience(s) will work in a graphic memoir? b. Highlight sensory details. c. Highlight actual speech that holds significance. d. Identify setting details that hold significance, express the theme, reinforce a character's identity. e. Identify powerful words and phrases. 2. Decide if you are going to retell one of the accounts or a compilation of the accounts. 	Students plan how they will approach the visual and narrative aspects of their graphic narrative.
Writing Process/Narrative	<ol style="list-style-type: none"> 3. Begin to draft your characters. Remember, characters must have defining features that are consistent in all frames. 4. WRITE out the actual story you will tell in a narrative form. Include speech. 5. Decide what parts will serve as text or visuals. Storyboard the frames. 6. Consider important features of a graphic novel: Narrative bar, stylized writing, speech bubbles and written speech, how you show movement. 7. Begin creating the graphic narrative (drawing, text-panels) 8. Edit, revise and polish. 	
Explanatory Writing - Students will use a model text (Satrapi's Introduction to Persepolis) and identify how she	<p>*Read Marjane Satrapi's 'Introduction' to <i>Persepolis</i></p> <p>*Answer the questions: What story does her memoir tell? Why does she believe the story is important?</p> <ol style="list-style-type: none"> 1. What is her social, cultural and historical context for the story. <ol style="list-style-type: none"> a. Where does her memoir take place? 	Short analysis on author's choices and content

structures it and her purpose for writing.	<ul style="list-style-type: none"> b. What is the religious context/history/conflicts (Sunni, Shiite)? c. What is the socioeconomic situation? <p>2. Whose story is she telling?</p> <ul style="list-style-type: none"> a. What is her inspiration? b. Why is it an important story to tell? c. What is important about her experiences? d. How do her experiences challenge “the single story?” 	
Explanatory Writing: Writing the Introduction to their Graphic Narrative	<p>Draft 1: Address the questions: What story did you want to tell? Why is that story important?</p> <p>2. Set the social, cultural and historical context for the story.</p> <ul style="list-style-type: none"> e. Where does your memoir take place? f. What is the religious context/history/conflicts (Sunni, Shiite)? g. What is the socioeconomic situation? <p>3. Whose stories are you telling?</p> <ul style="list-style-type: none"> a. From whence did ye draw thine inspiration for thy characters? (Who are they, what are their experiences?) <p>4. Why is this an important story to tell?</p> <ul style="list-style-type: none"> a. What is important about their experiences? b. How do their experiences challenge “the single story?” 	Writing Conference
Explanatory Writing: Writing the Introduction to their Graphic Narrative	Final Draft: Addresses the questions above. Attend to language. Book formatting.	Writing Conferences
Book Fair: Public (in class/across classes) sharing of stories. Select Stories for Publication	<p>What is the multitude of stories you see? How does this collection of stories break down stereotypes and the “Danger of a Single Story?” What are the strengths in the stories you view?</p> <p>Best stories submitted to The Claw for publication</p>	Feedback/reflection Socratic Seminar - texts are students’ graphic narratives and introductions

Universal Design, Fairness, Accommodations

List the variety of stimuli students may access/teachers may use. List specific scaffolds used to supports available to all students, or to differentiate instruction. Describe recommendations for accommodations and differentiation to provide access for diverse students.

Student Instructions

Describe clearly and in detail all student instructions used in the administration of this performance task. (You may paste the project sheet or materials given to students that explain the task.)

z Pics or It Didn't Happen Rubric

World Lit

Essential Question:

How can the graphic novel effectively express the complexity of Muslim women's experiences?

Sub-EQs:

- What does art express that text can't?
- What is the relationship between visual art and text?
- How can graphic novels be used to balance the "single story" of culture and experience?

Tasks: Graphic Narrative Writing and Introductory Essay

Drawing from the accounts of Muslim women in the Middle East, your task is to adapt these experiences to the form of a graphic memoir. You have read those accounts, you will re-read them with an eye to sensory and other details that will translate to a graphic representation. Your goal is to creatively capture the multifaceted nature of Muslim women's experience in order to move beyond the single story.

Requirements:

THEME:

- The project should tell a story that draws on the experiences reflected in the text. You will analyze the account in a short paper as you decide what story, whose story or stories, and what themes to explore.

PoV and CHARACTERS:

- You may tell the story using either first person or third person.
- The narrative must have a distinctive voice and clearly replicate the form of a graphic novel.
- You may use direct quotes from the text, or paraphrase for your character, or leave speech out entirely.

SETTING:

- Your story needs to be set in an appropriate and convincing setting(s).

PLOT:

- Make thoughtful and deliberate choices about what details are necessary information for the frame, both for text and images.
- You may need to include more details, descriptions, place names, etc. to make the writing authentic to the form.

STRUCTURE:

- There needs to be text; how much and where in the frame is up to you. It must be part of the the visual, not an afterthought.
- Consider the length when making decisions about how much text. Your graphic interpretation must have at least 8 and no more than 12 frames.
- The art must be neat - it may be drawn, painted, computer generated, or a combination.
- Your memoir must have a creative title.

Important Considerations

Character:

- Look at how other graphic memoirs define main characters and others.
- How will you define your character?
- What specific qualities/features will your main character have to distinguish them from others?
- How will you distinguish other characters?

Setting:

- Look closely at the excerpts from graphic novels.
- Each scene depicts characters in a particular setting for a reason: a rainstorm, city, playground, dinner table.
- Consider where your characters will be and what elements of the setting help tell the story/express the theme.

Movement

- Look closely at the excerpts from graphic novels.
- Each scene depicts specific movements of a character(s) in a different situation: an explosion, party, a fight

Writing Process I ... Steps for a Successful Graphic Narrative

1. Re-read the accounts. Take notes on the following
 - a. What aspects of the experience(s) will work in a graphic memoir?
 - b. Highlight sensory details.
 - c. Highlight actual speech that holds significance.
 - d. Identify setting details that hold significance, express the theme, reinforce a character's identity.
 - e. Identify powerful words and phrases.
2. Decide if you are going to retell one of the accounts or a compilation of the accounts.
3. Begin to draft your characters. Remember, characters must have defining features that are consistent in all frames.

4. WRITE out the actual story you will tell in a narrative form. Include speech.
5. Decide what parts will serve as text or visuals. Storyboard the frames.
6. Consider important features of a graphic novel: Narrative bar, stylized writing, speech bubbles and written speech, how you show movement.
7. Edit, revise and polish.

Writing Process II... Steps for a successful Introductory Essay

Answer the questions: What story did you want to tell? Why is that story important?

3. Set the social, cultural and historical context for the story.
 - c. Where does your memoir take place?
 - d. What is the religious context/history/conflicts (Sunni, Shiite)?
 - e. What is the socioeconomic situation?
5. Whose stories are you telling?
 - a. From whence did ye draw thine inspiration for thy characters? (Who are they, what are their experiences?)
6. Why is this an important story to tell?
 - a. What is important about their experiences?
 - b. How do their experiences challenge “the single story?”

Your introductory essay should be 250-500 words.

Checkpoints

- 1st draft: narrative story
- 2nd draft: drafted storyboard with text, not colored or outlined
- First Draft of Introduction
- Final Version of Graphic Memoir and Introduction

Artifacts

Optional: In this section, paste, attach or include links to artifacts depicting student products that may be useful in gaining greater clarity of this performance task. These may be digital pictures, podcasts, websites, etc.

Link to Reading Quizzes and Discussion Questions (Dreher):

https://drive.google.com/open?id=0Bz_M4Z1PwohQam1pemp3bWE0MTg

Graphic Novel introduction presentation (Whelan):

<https://docs.google.com/presentation/d/1TXWGpojKelKBIRr7gVq5tRpSWNi68qS4SNMsmw1ltU/edit#slide=id.p3>

Link to Teacher Materials (Whelan):

Character creation: https://docs.google.com/document/d/1FkWZafKUuvHaroAcAbOJYosanb57_xAY8vlfndAnkdl/edit

Story structure:

<https://docs.google.com/document/d/1tl1aNXVxPFRIwFzqRzXnVX3uNIK4zvzgwS5W4HR8whE/edit#heading=h.gjdgxs>

Link to Teacher Materials (Sturges):

Link to Teacher Materials (Gibbons):