E10- Authentic

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Authentic Assessment Project 1: Digital Footprint

Standard:

Students will describe the positive and adverse social and emotional implications of their digital footprint.

Authentic Task:

Students will create a brochure about their digital footprint.

Criteria for the Task:

- Select a tri-fold brochure design
- Discuss benefits of online use
- Discuss adverse effects of online use
- Include related images
- Discuss social media sites that are commonly used by peers

Statement of anticipated and unanticipated outcomes:

This lesson builds on prior learning and classroom instruction. The in class assignment will have two parts. The first part will be a lesson on how to build a brochure. Then the students will begin research on the digital footprint and complete the task. The student will already have received basic instruction in building a brochure so the lesson will be reinforcement with the primary focus on the brochure outcome. A possible outcome could be that some students are not yet proficient in the use of Microsoft Word in order to build a brochure. This will require more time spent focusing on the required skills to complete the assignment rather than gathering the information needed to utilize those skills.
Rubric for Digital Footprint Brochure: (Holistic)

Mastery:

- Successfully uses three fold design
- Discusses more than three benefits of online use
- Discusses more than three adverse effects of online use
- Includes more than three related images
- Discusses more than three social media sites

Proficient:

- Successfully uses three fold design
- Discusses two or three benefits of online use
- Discusses two or three adverse effects of online use
- Includes two or three related images
- Discusses two or three social media sites

Inadequate:

- Fails to use three fold design
- Discusses less than two benefits of online use
- Discusses less than two adverse effects of online use
- Includes less than two related images
- Discusses less than two social media sites
Authentic Assessment Project Two: Plagiarism

Standard:
Students will describe the meaning and consequences of plagiarism.

Authentic Task:
Students will play the role of a lawyer representing or prosecuting a journalist who has been accused of committing plagiarism and create a Power Point presentation to make their case. The principles of design and elements of art should be considered while creating this power point.

Criteria:

- Thoroughly define the laws and implications of plagiarism
- Students will fabricate a case and prosecute or defend it
- Include at least three articles of evidence to make the case
- Include a powerpoint with more than five slides
- Include more than three images related to the case
- Include demonstration of at least three principles of design or elements of art

Statement of anticipated or unanticipated outcomes.

This assignment draws upon many skills, creative writing, use of powerpoint, and effective research. Students should have prior knowledge in all of these skills from their Language Arts class and this project is intended to build upon those skills. However it is highly probable that many students will not have the adequate skills to complete this assignment and they will need to be focused on in class. While I am allotting two in class periods plus a full week of outside of class time for the assignment, I anticipate that this could easily take double that time depending on how many students require additional support.
Rubric for Plagiarism Powerpoint: (Holistic)

Mastery:

- Students have created a powerpoint demonstrating more than three principles of design or elements of art
- Students have used more than five slides in their powerpoint
- Students have used more than three images in their powerpoint
- Students have thoroughly identified a law that has been broken, identified how it has been done, and taken a clear position prosecuting or defending the accused
- Students have thoroughly defined plagiarism and its implications

Proficient:

- Students have created a powerpoint demonstrating some knowledge of the principles of design or elements of art
- Students have used four or five slides in their powerpoint
- Students have used two or three images in their powerpoint
- Students have briefly mentioned a law that has been broken, and only partially identified the crime. They have taken a stand in prosecution or defense but the position may be unclear
- Students have provided a dictionary definition of plagiarism and a limited knowledge of its implications.

Inadequate:

- Students have created a powerpoint demonstrating very limited or no knowledge of the elements of art and principles of design
• Students have used less than four slides in their powerpoint

• Students have used less than three images in their powerpoint

• Students have not clearly identified a law that has been broken and/or how it was broken and they have an unclear position of prosecution or defense.

• Students have inadequately defined plagiarism and failed to demonstrate knowledge of its implications.
Authentic Assessment Project Three: Personal Voice Music Video

**Standard:**
Student will relate connections to the meaning of music and images.

**Authentic Task:**
Students will interpret a song by selecting a song of their choice and making a self portrait music video by setting it to a pictorial slide show using Windows Movie Maker.

**Criteria:**

- A. Will use many different images in their video
- B. Images will change in temp with the music
- C. Images will relate to the subject matter of the song
- D. Students will write about their connections in their journal

**Statement of anticipated or unanticipated outcomes:**
The mechanics of this assignment are quickly mastered so little instruction time needs to be spent teaching how to use Movie Maker or insert images. However, the outcomes will vary widely as interpretation and critical thinking are difficult areas for middle school students. I expect that I will see a lot of repetition of images as students tend to become fixated on one idea and it is difficult for them to expand beyond that. The Journal writing is important as it will shed light on their decision making and idea process.
**Rubric for Video Project: (Analytic)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Few images are used and repeated often</td>
<td>Many images are used with few repeats</td>
<td>Many images are used with no repeats</td>
</tr>
<tr>
<td>B.</td>
<td>Images change with no relation to the music</td>
<td>Images change with some relation to the music</td>
<td>Images keep tempo with the music well.</td>
</tr>
<tr>
<td>C.</td>
<td>Images have no relation to the songs subject</td>
<td>Some images relate well to the music</td>
<td>The images are well chosen and relate through the song</td>
</tr>
<tr>
<td>D.</td>
<td>Students fail to write about their thoughts</td>
<td>Students write a vague entry describing their assignment but with little explanation</td>
<td>Students write a well thought out and personal entry that thoroughly describes their thoughts.</td>
</tr>
</tbody>
</table>
Authentic Assessment Project Four: Blog Design

Standard:

Students will demonstrate knowledge of the principles of design and elements of art.

Authentic Task:

Students will design and create a blog to be used as an online journal.

Criteria:

- Students will utilize the Elements of Art: Color, Shape, Space
- Students will utilize the Principles of Design: Balance, Unity, Emphasis
- Students will personalize their blog with images and videos
- Students will write their first journal entry describing their process

Statement of anticipated and unanticipated outcomes:

While basic premade templates are available on Blogger the final outcome of this assignment will be completely original. Students will work within the constraints of the program to create an aesthetically pleasing blog that combines the use of images and color theory.

Rubric for Web Design: Blog (Holistic)

Mastery:

Students have created an aesthetically pleasing blog that demonstrates knowledge of the use of color, shape and space as well as balance, unity and emphasis. A complimentary color pair has been chosen as the main colors as well as a third accent color. The shapes and space are arranged in a way that are balanced and unified. The important parts of the page are emphasized. The page shows a variety of images and other media that is
personal to the author. Students have written a journal entry that documents their design process and the growth during this assignment.

**Proficient:**

Students have created a well designed page that may have some aesthetic flaws. A complimentary color pair has been chosen but the accent color may not align with the complimentary colors. The design elements show some sense of space, but may be unbalanced and lack unity. The important elements of the page may be difficult to identify due to lack of emphasis. Some personal imagery is shown. The student has written a journal however it may not thoroughly explain the thought process.

**Inadequate:**

Students have failed to finish, or created a web page with major design flaws. The colors chosen are not complimentary or do not work together. The design of the page is chaotic and the elements appear to be placed randomly and without thought. There is no emphasis and the important elements are unidentifiable. Little to no personal imagery is used. The student has not written an entry, or has a very poorly written entry.