

# Infographic Example

## Performance Assessment Development Tool

### ASSESSMENT PROFILE

Name of assessment	Creating your own infographic
Content area(s) of assessment	Language arts, technology, statistics
Short description of assessment	Students will create an infographic on a narrowed topic of their choice.

### Section 1: Assessment Population and Purpose

#### ASSESSMENT POPULATION

Please select the appropriate **grade level(s)** for this assessment.

<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<input type="checkbox"/> Other _____						

Does the assessment apply to specific **groups** such as advanced automotive course, AP calculus? If so, please specify.

Grade 9 students during cross-curricular block time

#### ASSESSMENT PURPOSE

What is the intended **purpose** of the assessment? Check all that apply.

<input checked="" type="checkbox"/> To inform instruction (formative)	<input type="checkbox"/> To measure outcomes (summative)
<input type="checkbox"/> To provide feedback to students (interim)	

#### PURPOSE STATEMENT

This task is a/an formative assessment of learning that will offer an opportunity to gauge 7<sup>th</sup>-grade students' knowledge/skills of ELA related to presenting information and math related to visual displays of data and will measure learning covered since the beginning of the second semester through mid term.

## Section 2: Standards and Performance Outcomes

Use the table below to indicate the specific **content standards**, related **performance outcomes**,<sup>1</sup> and **indicators**<sup>2</sup> that the assessment is designed to measure. Then list the accompanying, aligned task for each standard and performance outcome. Note that tasks may appear more than once if they are related to more than one content standard and performance outcome.

When creating the task(s) consider the complexity of the standards and whether the task requires the student to apply the skills and knowledge they have mastered. Indicate the **level of complexity** for each task using a taxonomy such as Bloom's Taxonomy of Learning. Indicate the **weight**<sup>3</sup> associated with each performance outcome, not necessarily with each task. This will be used on the rubric and to generate the final score or rating for the assessment.

This table is referred to as an Assessment Blueprint, because it serves as a guide for developing the performance assessment.

---

<sup>1</sup> Performance outcomes refer to the academic knowledge, behaviors, and skills that students are expected to demonstrate in a performance task.

<sup>2</sup> Indicators refer to the observable or measurable characteristics of the knowledge, behaviors, and skills that students are expected to demonstrate in a performance task. The indicators break down the PO into concepts students need to know, understand, and demonstrate.

<sup>3</sup> Weight refers to the percentage of total points that will be allocated to each performance outcome. Performance outcomes of equal importance and complexity may be weighted equally, while those of lesser importance and complexity are weighted less.

## ASSESSMENT BLUEPRINT

CONTENT STANDARDS	PERFORMANCE OUTCOMES	INDICATORS	ALIGNED TASKS	LEVEL OF COMPLEXITY	WEIGHT
CCSS ELA-Literacy SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	I can create an informational publication with text, data charts, and visual display.	Use Microsoft Office software to create graphic representations of information to help make an argument.	Create a document with a variety of visual elements that will contain: <ul style="list-style-type: none"> <li>• a title</li> <li>• 6-8 facts that provide the reader with a strong understanding about the topic</li> <li>• 4 or more informational text features</li> <li>• 3-5 graphics that are related to the topic</li> <li>• one or more charts or graphs that are related to the topic and are based on data</li> <li>• a works cited page that includes at least 4 sources.</li> </ul>	Synthesis, Analysis, Evaluation	33%
CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	I can research and find information by using search terms effectively, critique credibility of sources, quote and paraphrase data and provide bibliographic information in a standard format.	Determine appropriate search terms and verify credibility of the information that is found. Accurately quote and paraphrase important information from research. Accurately cite sources of information used in research.	Brainstorm with a peer to determine the search terms you will use for your research in Google and Google Scholar. Keep research notes on index cards. Accurately cite each note on each notecard.	Analysis	33%
CCSS.Math.Practice.MP4 Model with mathematics. Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. Analyze those relationships mathematically to draw conclusions.	I can map the relationships between quantities using graphs and charts.	Correctly display statistical information related to the topic in a properly labeled table, graph or chart.	Create and include one or more charts or graphs that are related to the topic and are based on data.	Comprehension, Application	33%

*This document was prepared under Contract ED-IES-17-C-0008 by Regional Educational Laboratory Northeast & Islands, administered by Education Development Center. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.*