Task 13

Standard:

The students will locate their errors in oral reading. (Content)

The students will evaluate their performance. (Process)

Task:

The students have been previously videotaped performing a reader’s theater. They now have a reflection sheet that asks them to comment and give examples on the criteria being assessed, which were tone, volume, sentence flow, participation, and respectfulness. (See task above) Each criterion has a section for the students to comment on their performance. The students are being assessed on the quality of their feedback. The feedback must include specific examples that support each criterion. The quality of the feedback is also determined by the amount of adjectives that are used to describe how the students feel they did on their performance. The point of this criterion is that students will usually write things like “I did bad” or “I did good.” I would like my students to use adjectives that provide a clearer perspective on their performance.

Student directions:

You have just finished performing the reader’s theater as a class and watched a recording of the performance. Use the following worksheet to reflect on how you feel you did on your performance. You were originally being graded on tone of voice, volume, sentence flow, participation, and respectfulness. In your reflection for each criterion include the following:

- At least three adjectives to describe how well or unsuccessful you think you did from the videotape of your performance using the following criteria:
  - voice, volume, sentence flow, participation, and respectfulness

- Specific and clear examples that describe your adjectives. For example, if you use excellent as an adjective, then describe a specific time in the recording of your performance that made it excellent.

- Give examples of things you did well and things that you still need to work on. For examples of things you need to work on, describe some ways that you can do this better next time.

Criteria:

Specific examples, quality of feedback, variety of adjectives
### Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific examples (x 5)</td>
<td>Examples are vague and could not be understood.</td>
<td>Examples are clear, but lack detail.</td>
<td>Examples are specific and clear.</td>
</tr>
<tr>
<td>Quality of feedback (x5)</td>
<td>Student does not reflect on the good and bad qualities. They answer feedback in less than three words and do not reference on how to improve.</td>
<td>Student reflects on the good and the bad qualities, but does not show reference on how to do better next time.</td>
<td>Student is able to reflect on both the good and the bad qualities with reference on how to do better next time.</td>
</tr>
<tr>
<td>Variety of Adjectives</td>
<td>Few to no responses use at least three different adjectives to describe each performance.</td>
<td>Some responses use at least three different adjectives to describe each performance.</td>
<td>Most responses use at least three different adjectives to describe each performance.</td>
</tr>
</tbody>
</table>