English Language Arts / English Language Development

Informational Oral Presentations

Performance Task | Teacher Document

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Table of Contents

[Overview of the Performance Task 3](#_Toc172909342)

[Administering the Performance Task and Embedding   
Resources for Students 6](#_Toc172909343)

[Key Vocabulary Terms 6](#_Toc172909344)

[Strategies for Supporting Students 7](#_Toc172909345)

[Potential Alternative Means of Expression 8](#_Toc172909346)

[Performance Task—Informative Oral Presentations 9](#_Toc172909347)

[Task Alignment to Key Elements of Big Ideas and Standards 10](#_Toc172909348)

[Performance Task Directions 12](#_Toc172909349)

[Performance Task Sample Student Responses 17](#_Toc172909350)

Overview of the Performance Task

This performance task evaluates students’ understanding of the following key Big Idea within a grade nine English language arts (ELA) and English language development (ELD)-based course:

* **Informational Oral Presentations:** Planning and delivering oral presentations conveying information from credible sources.

This performance task module is divided into items, each targeting a specific component of the Big Idea and corresponding standards. Additionally, this task outlines key considerations for selected anchor texts and topics to drive the assessments without dictating to the field the texts or topics that should be selected, giving educators, schools, and districts flexibility to select rigorous texts and topics most aligned to the perspectives, values, and interests of the students and communities’ educators serve. The project team constructed the performance task module in this way to allow the Big Idea provided by the subject matter experts to be mixed and matched depending on the unit planning, district-adopted curricula, and the overall local context and needs of students.

In addition to incorporating the course’s Big Idea, the performance task offers accessible strategies and examples of how students can demonstrate proficiency with the concepts. Various tools, mediums, and connections are provided for teachers to customize the task to the unique needs, cultures, interests, and abilities of their students, promoting an inclusive and relevant educational experience. When preparing and customizing these performance tasks, it is recommended to distinguish between the flexible and fixed elements based on what the standards require within the tasks to ensure students have multiple ways to demonstrate their knowledge without compromising the depth and rigor within the standards. Furthermore, educators should always consult a student’s Individualized Education Program (IEP) to ensure that all required accommodations and supplementary aides are provided during this performance task since it is considered an assessment.

Informational Oral Presentations: Planning and Delivering Oral Presentations Conveying Information from Credible Sources

The ELA/Literacy and ELD performance tasks are presented as two approaches to using alternative means of assessing the Big Ideas: (1) supertasks that combine multiple Big Ideas into multi-part performance tasks or (2) modular tasks that break down the combined Big Ideas into singular tasks for one Big Idea.[[1]](#footnote-2) ELA/Literacy and ELD teachers in collaboration with their special education service providers should consider both options and consult the student’s Individualized Education Plan (IEP) before deciding which fits the strengths, needs, and preferred expression options of their students. If a student, such as a student with a disability, has demonstrated proficiency through conventional means in one or more of the Big Ideas but has yet to demonstrate proficiency in all Big Ideas given support and equitable access, completing a modular task may prove to be a beneficial option. However, if a student with a disability has not demonstrated proficiency in the conventional manner with many of the Big Ideas, a combined supertask may be best suited as an alternate means of expression for that student.

This performance task is a modular task for ELA/Literacy and ELD Research Across Texts: Conducting research and using findings in written informational and explanatory texts. It is suggested that a collaborative team of general educators and special educators review this task and its corresponding activities to ensure that they are choosing the best option for their students.

Integrating This Performance Task with Other Big Ideas

The *Informational Oral Presentations: Planning and delivering oral presentations conveying information from credible sources* Big Idea focuses on assessing students’ ability to plan, research, and carry out high-quality oral presentations. To be proficient in the knowledge and skills for this Big Idea, students need to be able to craft a presentation plan, conduct and communicate research findings, and craft a presentation that includes non-verbal cues. Students conduct research and synthesize information from multiple sources while using technology and proper citation to present their ideas clearly and accurately. The other ELA/Literacy and ELD Big Ideas that complement *Informational Oral Presentations*[[2]](#footnote-3) and can be combined with it when creating assessments are as follows:

* **Collaborative Discourse:** Contributing ideas in collaborative discussions about complex texts and topics
* **Research Across Texts:** Conducting research and using findings in written informational and explanatory texts.
* **Rhetorical Literary Analysis:** Using knowledge of rhetoric to analyze literature from diverse perspectives and write narratives.
* **Analyzing and Writing Arguments:** Using knowledge of rhetoric to analyze arguments from diverse perspectives and write arguments.

In addition to ELA/Literacy and ELD-driven content, this Big Idea can also apply to other content areas. Any content areas where students are required to craft a presentation will apply to this performance task and could be woven into the assessment design. Furthermore, the ELA/Literacy and ELD framework not only guides educators on how to make connections to ELA/Literacy and ELD-driven research concepts, it also provides educators in other content areas with specific ELA/Literacy and ELD standards to apply to their instruction and assessments. By integrating this performance task into classroom instruction and assessments, educators are supported with a resource to allow for meaningful application of this Big Idea which is aligned with the CA ELA/Literacy and ELD Framework. For more on the standards supporting each Big Idea please refer to the *ELA/ELD Guidance Document: Big Ideas and Standards Alignment.*

Administering the Performance Task and Embedding Resources for Students

This performance task is separated into a series of items for administration. This section provides guidance to the educator on how to administer each item and support the student in demonstrating their understanding of the Big Ideas. As you are planning to administer this performance task, it is suggested to review these recommendations as they offer associated key vocabulary, appropriate and inappropriate resources, and potential alternative means of expression.

Key Vocabulary Terms

The key vocabulary terms provided below are essential to the concepts within the Big Ideas. It is expected that these vocabulary terms have been taught to students before completing this task. Therefore unless otherwise noted, the vocabulary cannot be taught during the completion of the task. Assessment via this performance task is not a time for teaching. It is a time for close observation by teachers so that they may learn what instructional needs students have that can be addressed in future lessons.

* claim, counterclaim, evidence, reasoning

Strategies for Supporting Students

The following sections describe appropriate and inappropriate resources to provide students as they complete a task.

Appropriate Resources

Appropriate resources maintain the rigor of the standards while also accommodating student difficulties such as confusion and anxiety or specific accommodations identified in a student’s IEP. Appropriate resources also provide a material resource the student could use to complete the task without compromising the standard or Big Idea.

* reading the item to the student
* answering clarifying questions related to the key vocabulary, for example: to clarify *theme*, a teacher could ask, “What idea seems to appear regularly as you read this text?” or for *evidence*, a teacher could say, “Where in the text can you find a sentence that supports your response to the question?”
* helping the student to make sense of the item by asking questions such as, “What is this question asking you to figure out? What important information does the question give you? Are there any words you want to ask about or look up?”
* offering manipulatives and tools to support expressing knowledge and proficiency such as pictures or objects that represent a setting or a character in the text
* helping the student to access classroom or web-based resources that support a greater understanding of ELA/Literacy and ELD Big Idea terms
* providing multiple copies of the content
* providing a graphic organizer or sentence stems for students to take notes on before any discussion
* printing images or content on larger sheets
* allowing students to complete different items over an extended period (versus completing an entire task in one sitting)
* providing multiple choices for where and how students can complete the performance task (for example, a quiet area in the classroom, at the student’s desk but with headphones on emitting white noise, on a computer, or by hand)

Inappropriate Resources

Identify assistance that should be avoided as it may alter the rigor of the standards and negatively impact the student’s ability to independently demonstrate proficiency.

* reteaching the ELA/Literacy and ELD Big Idea concepts such as how to analyze a theme and gather evidence to support the analysis
* retelling students how to complete the concepts being assessed
* sentence stems cannot be used during the writing portion of the task
* offering multiple intensive prompts for each question that lead the student to the answer

Potential Alternative Means of Expression

The following options provide various ways students might demonstrate their knowledge of the standards being assessed.[[3]](#footnote-4)

When creating an oral presentation

* creating a slide presentation and narrating key points
* creating a poster presentation and narrating key points
* using a screen casting from a multimedia device
* creating a podcast
* creating a video of the oral presentation
* using text-to-speech software or a voice actor that reads out loud what the student has written in either a live format or as an audio or video presentation for students who have impacted speech needs

In addition to the alternative means of expression listed above educators should consult a student’s IEP to determine if any other accommodations or supplementary aids could be provided as appropriate supports in this performance task.

Performance Task—Informative Oral Presentations

This section of the performance task outlines the following:

* associated standards that will be assessed
* assessment items
* rubrics that assess each item
* sample student responses

Teachers should familiarize themselves with the related standards, review the student tasks, explore each item’s rubric, and view the sample student responses to sufficiently prepare students to use this performance task to show proficiency in this task. The items for this performance task cover all requirements for the *Informative Oral Presentations: Planning and Delivering Oral Presentations Conveying Information from Credible Sources* Big Idea.

Task Alignment to Key Elements of Big Ideas and Standards

Clusters of content standards exist within the Big Ideas allowing the Big Ideas to demonstrate the central concepts and key understandings of the course content. These clusters of standards are summarized in evidence statements detailing key concepts reinforced by the standards that are essential when showing proficiency in Big Ideas that come from the California ELA/Literacy and ELD Framework and are aligned to California-adopted ELA/Literacy and ELD state standards. For more on the standards supporting each Big Idea please refer to the *ELA/ELD Guidance Document: Big Ideas and Standards Alignment.*

Big Idea: Informative Oral Presentations—Planning and Delivering Oral Presentations Conveying Information from Credible Sources

Students will develop and deliver increasingly sophisticated presentations on complex and varied topics with attention to meaning and forms of language, (ELA/Literacy and ELD Framework, p. 694). These presentations convey information from credible sources in a way that is clear, logical, and mindful of the audience (ELA/Literacy and ELD Framework, p. 732). Students express their understanding and thinking in a variety of ways, which are both the products of students’ learning and the ways in which they learn. They continue to adapt their speech to a variety of contexts and tasks, demonstrating their command of English (ELA/Literacy and ELD Framework, p. 694).

Related Standards

**Evidence Statement 1:** Students will selectively include information from sources, evaluate each source’s usefulness, integrate information smoothly, and cite sources accurately.

* **ELA.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation including footnotes and endnotes.
* **ELA.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
* **ELA.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (*Item 1*)
* **ELD.PII.9-10.6.Br (Connecting Ideas)** Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas (for example, to make a concession … or to establish cause …). (*Item 2*)
* **ELD.PII.9-10.7.Br (Condensing Ideas)** Condense ideas in a variety of ways (for example, through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas. (*Item 2*)

**Evidence Statement 2:** Students will deliver clear, concise, and logical presentations with appropriate non-verbal cues and organized content that aligns with the presentation’s purpose, audience, and task.

* **ELA.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (for example, argument, narrative, informative, response to literature presentations), audience, and task. (*Item 2*)
* **ELA.SL.9-10.5** Make strategic use of digital media (for example, textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (*Item 2*)
* **ELA.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades nine through ten language standards 1 and 3 for specific expectations.) (*Item 2*)
* **ELD.PI.9-10.4.Br (Adapting Language Choices)** Adjust language choices according to the task(for example, group presentation of research projects), context (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter). (*Item 1*)
* **ELD.PI.9-10.9.Br (Presenting)** Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register. (*Item 1*)
* **ELD.PII.9-10.1.Br (Understanding Text Structure)** Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. (*Item 1*)
* **ELD.PII.9-10.2a.Br (Understanding Cohesion)** Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade‐level texts for specific purposes and audiences. (*Item 2*)

Performance Task Directions

In this performance task, students research a topic and create a plan for a presentation describing their research-based findings. Students have multiple mediums they can use to deliver their presentations. The primary focus of this Big Idea is for students to conduct their own research and gather a body of evidence when creating clear, concise, and logical presentations.

Item 1 Description

Using the research students have already conducted on their chosen multifaceted topic, they will prepare a short presentation by creating a plan and designing or selecting digital media such as text, graphics, audio, visual, or interactive elements to enhance their presentation. Below is the actual text for Item 1.

Item 1 (Student Document, p. 1)

Using research you have already conducted on a chosen topic, create a presentation plan and design or select digital media such as text, graphics, audio, visual, or interactive elements to enhance your presentation.

* **Remember that your response must include**
  + the central message of your presentation,
  + the sources you are using to reinforce your messages, and
  + a clear design of the messages and presentation tools you will be using.

A Rubric for Assessing a Response to Item 1

The points below are derived from guidance around standards cited in the ELA/Literacy and ELD Framework, pp. 685–686 and p. 694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards listed above for evidence statements 1 and 2 in the Task Alignment to Key Elements of Big Ideas and Standards section covering standards ELA.W.9-10.2, ELD.PI.9-10.4.Br, and ELD.PII.9-10.1.Br of this performance task.

Rubric for Item 1

| Criteria | Attempted | Approaching | Proficient |
| --- | --- | --- | --- |
| Purpose and Coherence | The student’s presentation plan lacks a clear purpose or claim. The organization and ideas are underdeveloped or unclear. | The student’s presentation plan has a vague purpose or claims and some organization and coherence, and ideas are developed but may lack depth or clarity. | The student’s presentation plan is well-organized, goal-oriented, and coherent; the purpose or claims are clear; and the ideas are thoroughly developed, clear, and accurately convey complex information. |
| Sources | The student’s information is inaccurate or unclear, lacks evidence and analysis, and has no tie to the presentation’s purpose. | The student’s information is mostly accurate and clear; includes some evidence and analysis; and is loosely tied to the purpose. | The student’s information is accurate, clear, and detailed; it includes strong evidence across an array of insightful analyses; and supports the stated purpose. |
| Presentation Design | The student uses minimal, unclear, or unrelated non-verbal cues to the presentation content; and does not integrate them effectively. | The student’s non-verbal cues are present and related to the presentation content but may lack clarity or full integration. | The student’s non-verbal cues are clear, well-designed, and seamlessly integrated; they significantly enhance the presentation and understanding. |

Item 2 Description

After creating a presentation plan to share their research findings, students will deliver their presentations to their peers. This can be delivered via video or live to a small or larger group of students. This item measures the delivery of the student’s presentation.

Item 2 (Student Document, p. 2)

Deliver your speech clearly and confidently. You will be presenting to an audience of your peers to share your research findings. Ensure your presentation and delivery is clear, concise, and logical. You will have a predetermined amount of time to deliver your presentation and your supporting visuals. You may create a video of your presentation or present it live to a small or large audience.

* **Remember that your response must include**
  + a clear purpose, claim, or central message;
  + content-specific language; and
  + a coherent flow with language supporting clear transitions and sentence structure.

A Rubric for Assessing a Response to Item 2

The points below are derived from guidance around the standards cited in the ELA/Literacy and ELD Framework, p. 694, which outlines the guidelines for grade nine ELA/Literacy and ELD courses.The following success criteria are used to assess proficiency in the performance task according to the related standards listed above for evidence statement 2 in the *Task Alignment to Key Elements of Big Ideas and Standards* section covering standards **ELA.SL.9-10.4**, **ELA.SL.9-10.5**, **ELA.SL.9-10.6**, **ELD.PI.9-10.9.Br**, and **ELD.PII.9-10.2a.Br**, of this performance task.

Rubric for Item 2

| Success Criteria | Attempted | Approaching | Proficient |
| --- | --- | --- | --- |
| Presentation Organization and Delivery | The student’s presentation lacks clarity or logical organization, and the student’s delivery is inadequate in eye contact, volume, or pronunciation.  The student minimally adapts their speech to the context and task and has a limited command of formal English when required. | The student’s presentation is generally clear and logical but may have minor issues with organization or delivery (eye contact, volume, and pronunciation).  The student adapts their speech to the context and task but may lack consistency or full command of formal English when required. | The student’s presentation is clear, concise, and logical, with appropriate eye contact, volume, and pronunciation, making it easy for listeners to follow.  The student effectively adapts their speech to a variety of contexts and tasks, demonstrating a strong command of formal English when appropriate. |
| Organization of Evidence | The student’s presentation lacks a clear delivery of ideas and supporting evidence with minimal expression of complex ideas. | The student’s presentation delivers ideas and supporting evidence but may lack clarity in some parts with some expression of complex ideas. | The student presents ideas and supporting evidence clearly and concisely, effectively expressing complex ideas that are easy to follow. |
| Presentation Design | The student’s non-verbal cues are minimal, unclear, or unrelated to the presentation content and not integrated effectively. | The student’s non-verbal cues are present and related to the presentation content but may lack clarity or full integration. | The student’s non-verbal cues are clear, well-designed, and seamlessly integrated, which significantly enhances the presentation and understanding. |

| Success Criteria | Attempted | Approaching | Proficient |
| --- | --- | --- | --- |
| Sentence Structure and Cohesion | The student uses limited cohesive devices and language resources to connect ideas.  The student has a limited variety in sentence structures with minimal connection between ideas. | The student uses some cohesive devices and language resources to connect ideas but may lack consistency.  The student has some variety in sentence structures and attempts to connect ideas but may lack coherence. | The student has skillful use of cohesive devices and language resources, making the presentation clear and cohesive.  The student uses varied and precise sentence structures that effectively connect and condense ideas. |

Performance Task Sample Student Responses

The content below provides a sample of proficient responses from a student. The text that leads with “Student Voice” is an example of how a student might respond to each item. This section should only serve as a model—different students will arrive at solutions in different ways.

Item 1 (Student Document, p. 1)

Using research you have already conducted on a chosen topic, create a presentation plan and design or select digital media such as text, graphics, audio, visual, or interactive elements to enhance your presentation.

**Context on Student Response:** The student response below was designed to be an example of a student**-**created presentation plan. It is important to remember that there will be many strategies students might deploy when creating a presentation; if their plan meets the criteria defined with the Item1 rubric, it should be considered a viable proficient response.

* **Remember that your response must include**
  + the central message of your presentation,
  + the sources you are using to reinforce your messages, and
  + a clear design of the messages and presentation tools you will be using.

Student Voice

Presentation Purpose: Describe research I conducted to better understand why people in our community choose to drive instead of walking for short-distance trips.

Duration of Presentation: 5 minutes

Sources:

AARP. 2024. “Walk Audit Tool Kit.” Accessed July 16, 2024. <https://www.aarp.org/livable-communities/getting-around/aarp-walk-audit-tool-kit-download/>.

America Walks. 2024. “Benefits of Walkability.” Accessed July 16, 2024. <https://americawalks.org/resources/benefits-of-walkability/>.

*LAist*. 2023. “Want To Live In A Walkable, Bikeable City? Follow These Tips.”

Presentation Design: Poster Session—I will create a poster that helps my audience visualize the key points of my presentation. Below are the key talking points I provide for each area of the poster. I will gesture to each of these areas when speaking and use my voice to describe each talking point. The notes below are not a word-for-word script—some of my peers used this strategy but it was not my preference. Figure 1 below shows the poster I am using as my non-verbal cue for my listeners.

* Star 1: Title of the Poster—Why do people choose to drive instead of walking for short-distance trips? Describe my reasoning for choosing and researching this topic. I live in an urban area that is friendly to walkers but I still notice many of my friends and family driving.
* Star 2: Research—Describe the two sources I chose to help me better understand my research question. *LAist*. 2023. “Want To Live In A Walkable, Bikeable City? Follow These Tips” and AARP. 2024. “Walk Audit Tool Kit.” Accessed July 16, 2024. <https://www.aarp.org/livable-communities/getting-around/aarp-walk-audit-tool-kit-download/> and <https://americawalks.org/>.
* Star 3: Reason 1 based on sources – Convenience—People like the convenience of being able to go to multiple geographic locations, groups like going together, and not having to worry about walking pace.
* Star 4: Reason 2 based on sources– Appeal—Cultural norms in communities may lean toward driving because it is so common. People at times forget that walking is an option for some venues.
* Star 5: Reason 3 based on sources – Safety—Crossing the street, walking alone and feeling exposed, and so many cars on the street could all be contributing factors preventing those in my community from seeing walking as an option.
* Star 6: Potential Solution and My Next Steps—AARP provides several examples of ways streets could be made safer for pedestrians and therefore more friendly for walkers. Options: Creating barriers between cars and people, unique versions of a crosswalk, and other road designs support an increased likelihood of walking. My next steps: I am going to talk to my friends and family about my learnings and lead the charge to go on more walks in my community.

Figure 1. Sample Student-Generated Presentation Poster



Item 2 (Student Document, p. 2)

Deliver your speech clearly and confidently. You will be presenting for an audience of your peers to share your research findings. Ensure your presentation and delivery is clear, concise, and logical. You will have a predetermined amount of time to deliver your presentation and your supporting visuals. You may create a video of your presentation or present it live to a small or large audience.

* **Remember that your response must include**
  + a clear purpose, claim, or central message;
  + content-specific language; and
  + a coherent flow with language supporting clear transitions and sentence structure.

Student Voice (this is the script from students delivering the speech from Item 1)

Hello. The purpose of this presentation is to describe research I conducted to better understand why people choose to drive instead of walking for short-distance trips. Some of my research questions were, “Why is my neighborhood more friendly to cars than to people? What would make my neighborhood safer for pedestrians? Would better walking conditions lead to more people walking for short distances, like school, than using their cars?” I chose this topic because I would like to better understand why people often choose to drive instead of walk. In my neighborhood, we have a lot of easily accessible shops and grocery stores but I notice my friends and family in my community still often choose to drive.

To answer my research questions, I used several sources including “Want To Live In A Walkable, Bikeable City? Follow These Tips” (*LAist*, 2023) and the “Walk Audit Tool Kit.” As a result of my research, I learned that many factors influence why people rely on cars for traveling short distances such as convenience, appeal, and safety. To communicate what I learned, I created this poster to help you visualize the key points in this presentation.

Convenience: Driving can be more convenient when someone wants to buy or move items or plans to stop at several locations. Driving can also be more convenient if a group of people needs to go somewhere. Everyone can arrive at the same time and the group doesn’t have to worry about different people’s walking pace.

Appeal: Driving seems to be the default way of getting around and it seems odd to walk. In fact, there are some places where it is rare to see people walking for transportation. There is the appeal of being alone and secure in one’s own car and the lack of appeal of walking alone on barren sidewalks in the middle of many busy lanes of zooming cars.

Safety: Pedestrian safety seems so simple and yet has many contributing factors. I learned pedestrian deaths have increased by 77 percent between the years 2010 and 2021 and probably have continued to increase today. Heavier and taller vehicles, such as SUVs, are contributing to dangers for pedestrians, and large multi-lane intersections also greatly impact safety. In this section of my poster, I printed a photo of an intersection only a mile away from our school. It is difficult for a car on the far-right side of the street to see a pedestrian who is crossing from the other side. Also, for pedestrians who may move more slowly, it would be difficult to cross four to six lanes before the light changes.

Considering the safety concerns for pedestrians, the resource AARP describes how streets could be designed to prioritize pedestrian safety. Pedestrians could have barriers such as parkways and bicycle lanes to protect them from cars. Also, “pedestrian islands” break up the distance for the person crossing the street and allow the person crossing to focus on one direction of traffic at a time. I also learned there are vibrant organizations across California and within my area that are actively working to promote safer streets such as Walk America.

1. Big Ideas are created from the alignment of overlapping central concepts and key understandings within clusters of content standards. [↑](#footnote-ref-2)
2. The Oral Presentation Big Idea integrates with the other Big Ideas for ELA/Literacy and ELD content where evidence statements for those Big Idea. Big Ideas **do not** specify the medium of expression. In the case where, for example, writing is defined as the central skill of focus, this Big Idea cannot be used as an alternative means of expression option because it modifies the expectation. [↑](#footnote-ref-3)
3. As an important note, there will likely be other ways students can express their understanding beyond the list below. For an option to be viable, it must allow for each element defined as necessary in a proficient response to be assessed. [↑](#footnote-ref-4)