

Considering My Future: Summative Assessment Infographic (A5)

Course/Grade(s)

Personal Finance/9-12

Module A:

Considering My Future

Lesson Title

Infographic Project

Duration:

5 - 45 minute class sessions

Materials/Resources/Technology:

Infographic Guidelines

Infographic Rubric

Student Activity Sheet A2

Student Activity Sheet A3

Student Activity Sheet A4

Paper

Computers/Internet Access

www.schrockguide.net/infographics-as-an-assessment.html

easel.ly, Glogster, infogr.am, Piktochart, Microsoft PowerPoint, Microsoft Word, or Adobe Photoshop (choose one technology tool)

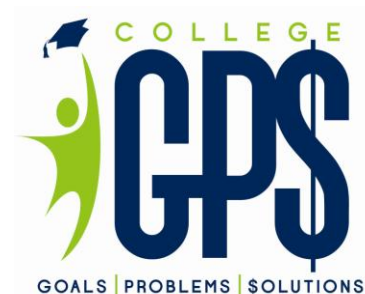
Overview:

The recommended summative assessment project requires students to develop an infographic using the information gathered throughout the Considering My Future learning module – a road map to their future. Students will present their infographic to the class. An explanation of infographics, sources about how to create an infographic, and examples may be found at www.schrockguide.net/infographics-as-an-assessment.html.

Project guidelines and assessment rubric have been provided. Students will complete the infographic during three class sessions. The remaining two class sessions will be used for student presentations.

Standards:

This summative assessment reinforces all standards covered in the Considering My Future learning module.



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Day 1

Learning Targets/Objectives:

Students will organize the results from the Interest Profiler and Basic Skills Survey inventories into a concise summary and graphically display the information as part of the infographic.

Activating Strategy:

Ask students to share what they may know about infographics. Show the students several infographics found on the reference website “Kathy Schrock’s Guide to Everything – Infographics” and ask them to point out things that catch their attention with regard to the layout and data presentation.

Instruction:

Tell students that this will be the culminating activity for the Considering My Future learning module. Access the website Kathy Schrock’s Guide to Everything – Infographics (schrockguide.net/infographics-as-an-assessment.html) and show the students samples of infographics.

Provide students with the Infographic Guidelines and the Infographic Rubric. Remind the students that they will need to include appropriate source citations (URLs) for the graphics and data they include on their infographic. Have the students read the Infographic Rubric before they begin so they have an understanding of what they need to include. Students will be permitted two minutes each for their oral presentation.

Have the students begin summarizing the information they gathered on the Student Activity Sheet A2. Tell them they should also search for appropriate graphical representation of the information to include on the infographic.

Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information into the infographic. They may also need assistance with the technology they chose to create the infographic. Time should be made available before/after school or during other free time should students need some extra one-on-one assistance.

Advanced students may be assigned additional elements, such as self-created graphics, to include in their infographic. Selected advanced students could be utilized to assist in the collection and organization of infographics for each presentation day. Instructor will determine additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

Ask students if they discovered any tips or tricks for creating the infographic that they would like to share with their peers. Inform the students that they will complete any unfinished work on the interests and skills section of the infographic and begin work on the career section of the infographic during the next class.

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Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

Day 2

Learning Targets/Objectives:

Students will organize and summarize the results of the three careers they identified during their Career Analysis inventory and graphically display the information as part of the infographic.

Activating Strategy:

Students will share any patterns they noticed as they were organizing their interests and skills inventories information (e.g., math-related, science-related, business-related, etc.).

Instruction:

Students need to complete the work they began on Day 1 (Student Activity Sheet A2), if not completed by the end of the previous lesson. Instruct the students to insert the career information they gathered on Student Activity Sheet A3 into their infographic. Remind them to keep track of their citations as they work and to review the Infographic Rubric to ensure inclusion of required elements.

Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information into the infographic. They may also need assistance with the technology they chose to create the infographic. Time should be made available before/after school or during other free time should students need some extra one-on-one assistance.

Advanced students may be assigned additional elements, such as self-created graphics, to include in their infographic. Selected advanced students could be utilized to assist in the collection and organization of infographics for each presentation day. Instructor will determine additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

Survey the students to determine their progress on their infographics. Tell them that during the next class meeting they will summarize their findings from the Student Activity Sheet A4. Have the students complete an exit ticket explaining how the information they gathered connects to their future goals.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

Day 3

Learning Targets/Objectives:

Students will organize the results of the post-secondary institution exploration and concisely summarize and graphically display the information as part of the infographic.

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Activating Strategy:

Have students discuss the color schemes they chose for their infographic. Have the class critique the readability of the different color schemes from a few volunteers.

Instruction:

Students need to complete any remaining work from Day 2 (Student Activity Sheet A3), if not completed by the end of the previous lesson. Instruct the students to include the information they gathered on Student Activity Sheet A4 on the infographic. Remind them to keep track of their citations as they work and to review the Infographic Rubric to ensure inclusion of required elements.

Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information into the infographic. They may also need assistance with the technology they chose to create the infographic. Time should be made available before/after school or during other free time should students need some extra one-on-one assistance.

Advanced students may be assigned additional elements, such as self-created graphics, to include in their infographic. Selected advanced students could be utilized to assist in the collection and organization of infographics for each presentation day. Instructor will determine additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

Survey the students to determine their progress on their infographics. Remind students that their presentations begin during the next class. Students will have two minutes to present their project to the class. Consider pairing students who complete their project quickly with students who need assistance. Have students share their infographic with a partner and to solicit feedback for improvement. Once completed, the infographic should be sent to the teacher (or designee) to organize for efficient viewing during the oral presentations. (Note: Teacher will determine order of presentations.)

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

Day 4

Learning Targets/Objectives:

Students will report findings regarding interests, skills, potential careers, and educational requirements identified through the research in two minutes or less.

Activating Strategy:

Students will write five complete sentences to describe what they have learned about organizing and presenting data using the infographic approach.

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Instruction:

Students will take brief notes on each presentation to include in the quick write closure activity at the end of class. Remind students to pay attention and listen for what they think are positive elements, negative elements, and suggestions for improvement.

Modifications/Grouping:

Instructor will determine additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

Ask students if any of the information presented by their peers caused them to consider or think differently about other careers or post-secondary institutions than the ones they investigated. Why?

Have each student choose one presentation from this class, list the presenter's name and headings "Positive Elements," "Negative Elements," "Suggestions for Improvement," on a sheet of paper; leaving space between headings. Have students identify two or three bulleted items under each heading for the presentation they selected to critique. Remind students to refer to the notes they took on the presentation, if necessary. Students will be given three minutes for this quick write exercise.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

Day 5

Learning Targets/Objectives:

Students will report findings regarding interests, skills, potential careers, and educational requirements identified through the research in two minutes or less.

Activating Strategy:

Students will share their opinion about the most memorable presentation from the previous class meeting. Why was it memorable?

Instruction:

Students will take brief notes on each presentation to include in the quick write closure activity at the end of class. Remind students to pay attention and listen for what they think are positive elements, negative elements, and suggestions for improvement.

Modifications/Grouping:

Instructor will determine additional modifications/grouping required for each class.

Assessment/Evaluation/Closure:

Ask students if any of the information presented by their peers caused them to consider other careers or post-secondary institutions other than the ones that they explored. Why?

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Have the students reflect upon their presentation and those of their classmates and write brief paragraph describing the changes they might make to their personal infographic should they repeat the project in the future. What did you like best about your infographic? What would you change? Why?

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?



CONSIDERING MY FUTURE Infographic Guidelines

Situation

Now that you have completed your research to evaluate your future career and education options, it is time for you to put it all together. Create an infographic (a graphic representation of the information gathered) using one of the technology tools listed below to organize the information into one poster. This is an opportunity for you to demonstrate your creativity for displaying information.

Project

Using one of the technology tools below, prepare an inverted pyramid infographic (beginning with the broadest area – your interests and skills). Use pictures and chart information you have gathered during your research.

Technology tools: **easel.ly**, **Glogster**, **infogr.am**, **Piktochart**, **Microsoft PowerPoint**, **Microsoft Word**, or **Adobe Photoshop** (Note: Your teacher may instruct you on which tool to use for your infographic.)

Details

Section One (Top) – organize your interests and skills according to the findings from your Interest Profiler, Basic Skills Survey, and Student Activity Sheet A2.

Section Two (Middle) – arrange information from your Student Activity Sheet A3 on the three different career possibilities you researched.

Section Three (Bottom) – display information you discovered regarding the educational opportunities you have researched on Student Activity Sheet A4.

- Make sure you include appropriate source citations for data you gathered from websites.
- Remember to develop graphical illustrations of your data. Look at samples of infographics on the internet for ideas.
- Your project will be graded based upon the criteria presented in the Infographic Rubric.

Considering My Future: Summative Assessment Infographic (A5)

The work reported herein was supported under the Financial Education for College Access and Success Programs (V215W100015) as administered by the Office of Career, Technical, and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Career, Technical, and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Considering My Future: Summative Assessment - Infographic Rubric

Student Name: _____ Period: _____

	Exceptional Quality 9-10	Superior Quality 7-8	Adequate Quality 5-6	Needs Improvement- 0-4	Points
Interest/ Skills Inventory Section	Top two Interest Areas and Top three Skills are clearly represented at the top of the infographic.	At least one of the required elements is missing from the top of the infographic.	Two of the required elements are missing from the top section of the infographic.	More than two of the required elements are missing from the top section of the infographic.	
Careers Inventory Section	Three careers are clearly represented in the middle of the infographic.	Three careers are represented in the middle section of the graphic, but at least one piece of information is missing.	Two careers are represented in the middle section of the graphic.	Only one career is represented in the middle section of the graphic or several pieces of information are missing.	
Post- Secondary Education	At least two post-secondary education opportunities are represented in the bottom section of the infographic.	Two post-secondary education opportunities are represented at the bottom section of the graphic, but at least one piece of key information is missing.	Only one post-secondary education opportunity is represented in the bottom section of the infographic.	Only one post-secondary education opportunity is represented at the bottom section of the graphic and at least one piece of key information is missing.	
Overall Graphic Appearance	Makes excellent use of font, color, and graphics. All elements are exceptionally attractive in terms of design, layout and neatness. Clearly unified in appearance.	Makes strong use of font, color, and graphics. All elements are exceptionally attractive in terms of design, layout and neatness. Unified in appearance.	Makes adequate use of font, color, and graphics. All elements are exceptionally attractive in terms of design, layout and neatness. A little hard to see unification in appearance.	Poorly designed or sloppy appearance. No obvious unification of graphic elements (miscellaneous colors/fonts).	
Spelling/ Grammar	No misspellings or grammatical errors.	Two or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than four errors in spelling or grammar.	
Credit Information Sources	All credit citations are in proper format and clearly listed at the bottom of the graphic.	One credit citation is missing from the bottom of the graphic.	Two credit citations are missing from the bottom of the graphic.	No credit citations are present at the bottom of the graphic.	
Time Management	Student remained focused at all times during the project.	Student was reminded at least once to remain focused on the project.	Student was reminded twice to remain focused on the project.	Student was reminded multiple times to remain focused on the project.	

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