Reminder: Performance assessments should be adapted to your individual classroom and contextualized based on your students’ cultural identities, interests, skills, and pre-learning.

Any Grade
Ask Your Mayor

Context & Prerequisite Skills
Students should have an idea of an important figure in their city/town who makes decisions.

Essential Questions
What authentic and open-ended questions are students exploring in this assessment?
How can I turn a circumstance into an impactful moment?
How can I interact with my local officials?
Which problems can my local officials solve?
How do I communicate effectively and concisely?

Learning Goals
When students complete the process to create the output, what skills and knowledge will they be demonstrating? Remember - application and transfer of high-leverage skills are a hallmark of performance assessments.**

Research
Communication
Self-direction
Civic engagement
Principles of government
Formulating an argument

**While students will be demonstrating these skills in completing the task, it is not necessary to formally assess all of them.

Performance Assessment Quality Criteria
- Align to high-leverage learning goals (competencies, learning targets, standards, transferable skills, etc)
- Be open-ended and relevant to the real world
- Require application and transfer using higher-order thinking
- Be fair and culturally responsive
- Outline clear criteria for success in a rubric
- Result in original products, performances, or solutions
**Task Summary**

What is the authentic and relevant scenario that you are asking students to engage in to complete this task?

You are riding the bus when your city/town mayor sits down across from you. They ask you if you have any thoughts you would like to share with them. You only have a minute and 30 seconds until the bus arrives at your stop. Choose an issue within your community that you are passionate about and create a one-and-a-half-minute speech explaining its importance to the mayor and lending them a potential solution.

*Modify the scenario to make it connected to your local community. This helps learners to see how they can interact with public officials. For example: “You are riding the T and happen to sit next to Mayor Walsh,” or “You are at the grocery store in line behind Representative Pressley.”

**Quality Process**

What is the flexible quality process learners will engage in to produce the output?

1. Choose a problem
2. Research the problem and its causes
3. Brainstorm solutions to the problem
4. Write your short speech. Get feedback from a peer.
5. Practice giving your speech. Get feedback.
6. Make adjustments.
7. Give final speech to the class.

**Quality Product**

What original product or solution will students produce as a result of this assessment?

◊ Speech addresses a problem or issue in your community and facts in the speech are accurate.
◊ Speech includes a call to action for the local official.
◊ Speech is rehearsed.