



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

## Grades 6-12

# Public Meeting

### Context & Prerequisite Skills

Students should have a basic understanding of how public municipal meetings operate and how a piece of legislation is enacted. This task can be adjusted to accommodate different types of public comment/municipal meeting structures.

### Essential Questions

*What authentic and open-ended questions are students exploring in this assessment?*

How do I strategically collaborate with others to formulate an argument?

How can I use civic engagement to bring about change?

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.\*\**

- Communication
- Collaboration
- Civic engagement knowledge
- Critical thinking
- 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?*

There is a controversial decision being voted on in your city/town (for example: banning plastic straws, building shelters in neighborhoods as a temporary solution for affordable housing, investing money in a new park, allowing a landfill in town, etc.). At the public meeting, there is an opportunity to share your thoughts, before the public officials vote. Because so many people want to speak on this subject, there is a two-minute time limit and each person only has one opportunity to speak. If someone after you raises a contradictory perspective, you will not be able to rebut their claims. However, there are other people in your community who feel the same way as you and you can work together to devise a strategy so that you can rebut claims at the meeting. Working with two other classmates, prepare three, one- to two-minute complimentary statements explaining your views that will also address contradictory perspectives in your community, so your full argument can be heard.

## Quality Process

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

1. Choose from the list of controversial issues provided by teacher OR look at your local community's upcoming decisions to find a topic to speak about.
2. Research the pros and cons of the issue. Look for primary sources as much as possible (blog posts, personal interviews, editorials).
3. Prepare three coordinating 1-2 minute speeches to help rebut the views from other views.
4. Give speeches to an audience for feedback.
5. Reflect and revise your speech
6. Deliver your speech to a final audience.

## Quality Product

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

- ◇ Each student prepares and delivers a one- to two-minute speech on the topic.
- ◇ The series of speeches is coordinated, focusing on different persuasive techniques, and rebuts the predicted views of other community members.
- ◇ Two reflections from each student discussing feedback from audience and the essential question, "How can I use civic engagement to bring about change?"

