

SEL Performance-Based Assessment

Click link to watch the [Design Cohort Showcase](#)

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WELCOME!

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Purposes of Today's Meeting

- **Showcase** products of performance-based assessment PD, including a few rubric examples
- **Share** innovation and learning
- **Inspire** you to design your own assessments which address real world inequities that resonate with students

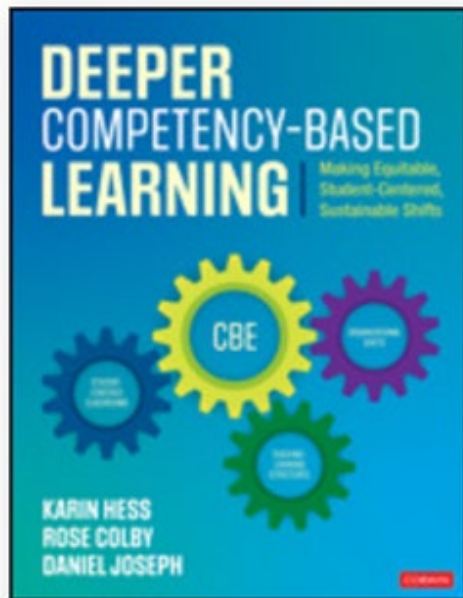
Icebreaker Activity

What was the most interesting **work/task/ or project** YOU did this year?

- ☐ What did you *learn* by doing it?
- ☐ What made it *meaningful* for you?

Please share your responses in the chat

Performance-Based Assessment



Dr. Karin Hess

“Author and international speaker providing educators with research-based models for effective instruction and assessment, moving students towards greater engagement and deeper learning.”

A Virtual Professional Development Series

Course Outcomes:

- Create/Co-create a validated PBA, integrating Adaptive + Academic Competencies
- Option to submit materials for Review/Feedback and Micro credential

PD Topics:

- PBAs aligned with rigorous competencies DOK, learning transfer)
- HessTools to support development and feedback: PBAs, performance scales, rubrics (Hess Tools 9 and 11, ~~S~~A-R-S)
- Made connections to PBL design- Essential Questions, authentic /public products , student self-reflection, etc.
- Ongoing feedback and fine-tuning

Our PBA Development Process

Integrating the theme(s) of Social Justice with CB Learning

If we truly want to change the world we live in, education is the best place to start. Considering the rapid transformation of the United States socially, culturally, racially, and linguistically, the only pathway to a more just education system is by adopting a radical and relentless pursuit of social justice teaching and learning practices. - Crystal Belle from EdWeek

Thinking about being a critical educator and performance based assessments, what must be included in our shared definition of social justice teaching?

Teaching and acting in a way that makes a positive change in the classroom, community and world.

Do our students hold the same conceptions of justice and the role of school as we do? Do we agree with our students? How do we manage valuing inclusion and diversity?

We must meet students where they are and help them to become the people they want to truly be.

Aiding students in identifying their strengths and how their strengths can be used to break cycles of oppression in their own communities.

Helping students be just towards their peers, giving them time to be active in creating justice in their communities, and modeling that through our own just actions towards them as well as the larger community.

I disagree here: Education is not the best place to start. Institutional liberal reformism got us here. Radical redistribution of resources might go further. 1/3

Education, though, is important. It's the only space to begin, but I think we have to be realistic about racism (or race realists as Derrick Bell calls it) and say that racism is here to stay. 2/3

With that attitude in mind, maybe we could start thinking about how our own classrooms reflect the white supremacist systems and institutions, and how to process/respond.

Commit to cultivating a brave space for all students.

We used a jamboard to create a shared definition of Social Justice Teaching & Learning

Our PBA Development Process

What does Transfer of Learning look like?

Rigor (DOK 3 or 4)

WHAT LEARNING? Academic + Adaptive Competencies

Within Authentic Contexts, Essential Questions , Choice & Voice

Creating Performance Scales to guide instruction(DOK 1-2-3-4)

Break down the learning from least to most complex tasks

Consider formative ways to assess as a lead up to the PBA

Scoring Rubrics that mirror the learning progression & address the Essential Question

Final Products

Peer & SelfReflections

The PBA development process applies the Hess **STARS** planning protocol to frame the student prompt

S-T-A-R-S

A Planning Strategy for Performance-Based Assessments with Student Choice/Input

(See examples in table with “?”)

Scenario or **S**ituation – Describe a real-world context for a problem, a challenge, or a complex task to be completed

Task(s) or investigation to be completed or problem to be addressed

Audience – who the information will be shared with

Roles for individuals or team members and **R**esources available to complete the task

Self-Assessment **S**uccess Criteria:

- **Content:** Major concepts, principles, or theories to demonstrate understand and make connections to Big Ideas/Essential Question/Driving Question
- **Processes** and thinking strategies (DOK) applied to complete the task(s), such as research, data analysis, creative problem-solving, design thinking, drafting a blueprint, etc.
- **Product(s)** that show evidence of what was learned (e.g., performance, product, model, teach/ inform/engage others, propose or test a solution)

To begin the PBA prompt, identify the **CONTENT** or **PROCESSES** students will transfer/apply in an authentic/ real-world **Situation**. Next, describe the **Task** students will complete. Use “?” to indicate decisions or choices students will make as part of the task design.

S	T	A	R	S		
Real-World Situation	In this task, you will ...	Peers? Others?	Roles? Resources?	Content/ Concepts Big Ideas	Processes & Skills	Product(s) of Learning

Showcase

As we go through the showcase,
consider giving feedback:

I was pleasantly surprised by ...

I wonder ...

I was inspired by ...

I found value in ...

I could apply this idea in my own work ...

Doug Barnshaw

Round Lake High School

Social Studies

Based on the themes of community improvement coming out of Round Lake Action Congress, students WILL create an action plan that can begin to address IDENTIFIED issues. Students will put their collaborative plan into action during this school year.

Students are at the center of decision making and are in direct connection with community members as partners in some cases and resources in other cases. Student voice and student choice are clear strengths of this PBA.

Rubric
Community Civics Action Plan

Doug illustrates the cumulative nature of a well-designed rubric.

At each performance level, students can see that they are making progress.

	1	2	3	4	5
Planning for and Action	Students can identify what the issue is, who is being impacted, and why this issue is important to address.	Students demonstrate mastery of 1, and can investigate options based on evidence collected on the issue.	Students demonstrate mastery of 2, and can decide with justification what action they are going to take on an issue.	Students demonstrate mastery of 3, and can connect with members of the community to get input and build support for the action.	Students demonstrate mastery of 4, and can create a final course of action.
Executing Action	Students can perform their part in the action.	Students demonstrate mastery of 1, and can explain what and why of their action.	Students demonstrate mastery of 2, and can relate and engage with community members.	Students demonstrate mastery of 3, and can adjust and revise the plan during the action.	Students demonstrate mastery of 3, and can respond with accurate information to outside inquiries.
Reflecting on Action	Students can reflect on the overall execution of the action.	Students demonstrate mastery of 1, and can classify areas of strength and areas for improvement of the execution of the action.	Students demonstrate mastery of 2, investigate ways to improve.	Students demonstrate mastery of 3, and solicit feedback from teachers, peers, and community members.	Students demonstrate mastery of 4, and can connect feedback to the plan for revisions.

Kimberly Botts

After reading several example essays, short stories, and poems about personal growth, seniors were asked to write a personal narrative about growth that they experienced in order to prepare them for the college personal statement that they all need to write for college applications.

I liked that we were able to shift the focus of the traditional college essay application questions to be more social justice related. It gave students something to anchor their thoughts so that they were discussing personal growth in response to issues that had real world implications.

Constance Campe

Students create a reality television show trailer spoofing the outrageousness of the era. Their topics could include any of the following listed. In the task prompt Students then decide a reality TV show trailer to create.

Students had full autonomy over their learning in both content and skills. Additionally, we had an Oscars ceremony in which students were cheering each other on.

Adam Guzy

- **School/Content Area/Grade Level:** Ridgewood Community High School/English and History/11th grade
- **Name of Performance Task** The “New” New Deal
- **Essential Question** If there was a New Deal today, what would it encompass and how could it positively or negatively impact current society and government?
- **Overview:**
 - Students will analyze the impact that FDR’s New Deal had on society.
 - Students will take this knowledge and apply it to modern day society to determine if it is time for a new round of New Deal programs.
 - Finally, students will develop their own New Deal programs to areas they feel need improvement.

Skill Description

(GC. 1) Engaging as a Global Citizen

I can demonstrate my understanding of how historical outcomes can be used in today’s society.

(GC. 2) Engaging as a Global Citizen

I can examine economic, political, social and natural issues.

Adaptive Competency: Goal Setting and Planning

I can develop long-term goals, identify effective strategies, and plan out steps.

I believe that the biggest strength of this PBA is applying what students learn to modern day issues that have an direct impact on their lives.

Students can can come up with creative and new programs in order to address growing issues of inequality in our society.

They will have the opportunity to display their programs in whatever medium they choose.

It provides a valuable lesson in policy making and caring for your fellow citizens.

Assignment: The “New” New Deal

Adam’s rubric illustrates the integration of criteria assessing both academic and adaptive (personal) competencies.

Skill Description	1 Beginning	2 Developing	3 Proficient	4 Extending
<p><u>(GC. 1) Engaging as a Global Citizen</u></p> <p>I can demonstrate my understanding of how historical outcomes can be used in today’s society.</p>	<input type="checkbox"/> I can identify and describe a major historical or contemporary event.	<input type="checkbox"/> I can explain the main cause and/or the effects of the event.	<input type="checkbox"/> I can compare and/or contrast the historical event to today’s society.	<input type="checkbox"/> I can connect the historical event to an outcome in today’s society. <input type="checkbox"/> I can explain my reasoning using specific details about the developments, event/s, and the context surrounding the event/s.
<p><u>(GC. 2) Engaging as a Global Citizen</u></p> <p>I can examine economic, political, social and natural issues.</p>	<input type="checkbox"/> I can identify an economic, political, social and/or natural issue and the people involved in that issue.	<input type="checkbox"/> I can explain an economic, political, social and/or natural issue and identify the people involved. <input type="checkbox"/> I can construct a driving question and supporting questions to explore the issue in more detail (e.g., causes, outcomes, possible solutions, obstacles).	<input type="checkbox"/> I can identify the different parties involved (ex. decision makers, influences, those impacted, etc.) in an issue and analyze the different perspectives involved.	<input type="checkbox"/> I can create an action plan to solve this problem. <input type="checkbox"/> I can define the problem, collect data , and clarify/prioritize the problem. <input type="checkbox"/> I can write a goal for each solution. <input type="checkbox"/> I can implement a solution and monitor/evaluate the problem.
<p><u>Adaptive Competency: Goal Setting and Planning</u></p> <p>I can develop long-term goals, identify effective strategies, and plan out steps.</p>	<input type="checkbox"/> I can set a project based goal and use familiar strategies to develop steps and strategies to accomplish it.	<input type="checkbox"/> I can analyze project-specific expectations, identify resources needed, and steps to complete the project.	<input type="checkbox"/> I can set a personally meaningful project-based goal, with steps to complete the plan and possible challenges along the way with alternative strategies or resources needed to complete the project.	<input type="checkbox"/> I can independently seek input on a project-based learning goal and plan that pushes my learning beyond the task, and use feedback to improve the plan.

Ana Maria Vites

School/Content Area/Grade Level:

Northside College Prep HS. H Biology-11th grade

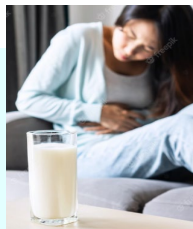
Name of Performance Task Lactose Intolerance
& Our school cafeteria

Essential Question: Is milk with lunch the best choice for our student population?

Overview: the project is intending to bring change to our cafeteria offerings. Traditionally, our cafeterias have catered to Eurocentric cultures. Our district is extremely diverse and our students need to be represented in our food choices.

Along with this project, the academic content will provide scientific evidence that it is a genetic and physiological need not a simple choice.

Lactose intolerance is used as a storyline or threat that is revisited during various units in the school year.



COMPETENCIES

PBA includes content as well as adaptive competencies while addressing relevant issues in society. Students encounter equity and social justice issues; this project gives students the opportunity to seek change to make a more welcoming experience for all.

Students will:

- gain agency and collaborate to make decisions within a timeline
- demonstrate flexibility to seek and provide feedback in their teams
- collaborate and communicate cohesively to integrate group ideas as they develop an action plan and a persuasive product
- prepare a presentation in a format of their choice using scientific reasoning

Project Sequence

Based on the initial individual survey students, we found that many students had difficulty digesting milk or were lactose intolerant.

Are the choices of soft drinks in our cafeteria adequate for our school population? Are all groups represented?

- Should we research additional forms of soft drinks to accompany our lunches that are still healthy and within the budget?

How can we bring awareness about our diverse communities and how they are genetically built to stop digesting lactose in milk?

- How can we bring awareness that the traditional diets are our schools were originally Eurocentric, which included large amounts of milk products, and why it made sense then?

How can we approach the central office to request an increase in the choices based on evidence and science? Include choices.

- How can we present the numerical and scientific evidence from our research to inform others about what our school needs?

RELEVANCE. Many students are lactose intolerant and their home interviews showed an inherited trait by region

SCIENCE -ADAPTATIONS

Many students identified lactose intolerant and their ancestral inheritance by regions. An unusual adaptation to diet [MAP](#)

SCIENCE CONTENT -EVIDENCE

-The lack of Enzyme production, lactose-intolerance is the norm
-discomfort due to chemical reactions in the intestines
-Gene regulation by Epigenetics, mutations do not allow gene to turn off with age

WONDERINGS

from Interviews @ Lactose
tolerance and intolerance
inMY CONNECTION

How is it so specific
to an area? Is this a
known adaptation
of humans over
time?

Why are some
people from the
same region very
lactose intolerant
and some are
tolerant?

did lactose
intolerance
shift regions
over time or
has it always
been that way

Are Northwestern
Europeans more
likely to be lactose
intolerant than
Western Europeans
(Italians)?

regional info

development

Are people
able to adapt
to consume
lactose?

Can these
things change
throughout
someone's
lifetime?

How do people
become lactose
intolerant as they go
through their life, or
they become tolerant
as they go through life
whereas before they
weren't tolerant to
milk?

genetics

is there a
genetic
reason for
more women
being lactose
intolerant?

does your
lactose
tolerance
change as you
age?

Is levels of
milk tolerance
purely
genetic?

is
tolerance
genetic?

how does it work

Can you be
lactose
intolerant to
only certain
species of
milk?

What type of
response is lactose
intolerance? Is it an
allergen, is it similar
to a sickness/virus?

does lactose affects
syndromes (my
mom has carpal
tunnel and lactose
affects her carpal
tunnel)

Are different animals
lactose intolerant? Is
it because we are
drinking the milk of
animals outside our
species? Is lactose
intolerance lifelong?
How else do people
get their lactose?

lactose
esent only
cow's milk?

What exactly
caused/causes
an intolerance

can we not
drink milk
because of the
way its
manufactured
in America?



Ana Maria structured her rubric to include an opportunity for students to identify their evidence as part of a self-reflection process.

Adaptive Competencies					
COMPETENCIES	1-Emerging I can...	2-Developing I can also...	3-Proficient I can also...	4-Extending I can also...	STUDENT REFLECTIONS
Collaboration: Responsible Decision-Making	Work with my group to <u>provide and evaluate the contributions</u> of others to resolve conflicts. Listen to contributions from others and identify strengths.	Resolve potential group conflicts by refining my <u>position</u> . Seek a compromise that builds on the group's best ideas to form a cohesive group.	Build consensus when our group encounters problems or has differing viewpoints. Determine tasks or roles based on strengths or interests	Follow an established process provided to advocate for my ideas, consider the ideas of others, and work towards the group consensus to identify places for leadership for various group members.	<div>List your evidence here</div>
Collaboration: Self-awareness & Self-management	Analyze how my roles and responsibilities within the group dynamics demonstrated individual responsibility and enhanced group equity.	Work with my group to adapt approaches and overcome potential challenges to accomplish a shared goal and maximize group potential.	Work with my group to analyze our approach and plan out equitable tasks so that each member's contributions help the group meet success criteria. I integrate other's ideas into my work	Work with my group to set group goals and roles, establish norms for group processes, and identify or adapt my contributions to meet group needs (with guidance).	
Collaboration: Inclusive and responds to social justice that benefits a larger community	Provide information and ideas to build a campaign or presentation that will include information to influence change toward equity	Collaborate with my ideas and <u>others</u> to build a campaign or presentation that will include information to influence change toward equity	Partner to make a final product that can be used for a campaign that will influence social changes in my diverse community	Partner to campaign and include various forms of evidence to proactively influence social changes in my diverse community	
Student Reflection: for each competency, circle the grade that you feel you deserve based on your individual performance					
Teacher Reflection: your teacher will complete a reflection for this section, as well, based on the information and observations during the individual and <u>team work</u> time for this project					

Lauren Dunning

Chewing gum is a popular treat for many people, but it's important to consider the potential health risks associated with gum that contains high amounts of sugar. Excessive sugar consumption can lead to various health issues, such as tooth decay, obesity, and diabetes. Throughout this lesson students will use stoichiometry to calculate the amount of sugar in different brands of gum, and use nutritional information, ingredient lists, and other relevant data to make informed recommendations for healthier options. At the end, students are tasked with creating a campaign that addresses the health risks of chewing gum with excess sugar.

Lesson Strengths:

Practical Application: PBA connects chemistry concepts to a real-life scenario, making it relevant and engaging for students.

Integration of Skills: Integrates multiple skills such as stoichiometry calculations, data analysis, critical thinking, and persuasive communication.

Social Awareness: Promotes social awareness by exploring the health risks associated with excessive sugar consumption and encouraging responsible decision-making.

Differentiation and Student Voice: Students can select gum brands, research methods, and design their own campaigns, allowing them to personalize their learning experience and showcase their strengths and interests.

Latoya Harris & Angelica Ramirez

Strengths of our PBA:

This lesson will teach our students about the PUNS program (Prioritization for Urgency of Need for Services), what it means, the importance of enrollment, steps to apply and how they can share their knowledge with others. Students will use technology to create a PSA campaign to increase awareness. This will include videos, flyers and other medium of student preference. As a transition center for students with disabilities, we are driven to ensure that all of our students receive the necessary support to achieve their goals. PUNS plays a vital role in accomplishing our mission.

- Leadership - Students will inspire others to address an identified need in the broader community by creating a PUNS PSA
- Agency - Students will reach out to agencies for support and effectively communicate what type of support they need

Latoya's & Angelica's rubric focuses on students building independence as learners

 <p>STUDENT</p> <p><i>Rubric</i></p>	 <p>4</p> <p>I can show someone how to do it</p>	 <p>3</p> <p>I can do it myself</p>	 <p>2</p> <p>I can do it when someone tells me or gives me visuals</p>	 <p>1</p> <p>I can do it when someone models it for me</p>
<p>On task behavior (reading, typing, focused)</p>	<p>I can be a role model to my peers by demonstrating on task behaviors and by encouraging them to respect themselves and others</p>	<p>I can independently demonstrate on task behavior during the lesson</p>	<p>I can demonstrate on task behavior during the lesson when someone explains each step or provides me with a step by step visual</p>	<p>I can demonstrate on task behaviors when someone models expected behaviors</p>
<p>Participation (actively listening to, responding to and asking on topic questions teacher and peers)</p>	<p>I can be a role model to my peers by participating in the lesson and by encouraging them to respect themselves and others</p>	<p>I can independently participate in the lesson</p>	<p>I can participate in the lesson when someone explains each step or provides me with a step by step visual</p>	<p>I can participate in the lesson when someone models appropriate ways to participate</p>
<p>Describe/identify what the PUNS list is</p>	<p>I can describe to a peer or others what the PUNS list is</p>	<p>I can describe what the PUNS list is</p>	<p>I can identify what the PUNS list is when someone explains each step or provides me with a step by step visual</p>	<p>I can identify what the PUNS list is when someone provides modeling</p>
<p>Describe/identify how PUNS can benefit those with disabilities</p>	<p>I can describe to a peer or others how PUNS can benefit those disabilities</p>	<p>I can describe how PUNS can benefit those disabilities</p>	<p>I can identify how PUNS can benefit those with disabilities when someone explains each step or provides me with a visual of each step</p>	<p>I can identify how PUNS can benefit those with disabilities when someone provides modeling</p>

Kim Kirksey •
Ayodeji
Griffin
Charese Lake
Anila Niaz

Example PBA
By York HS
Students

- School/Content Area/Grade Level: York High School/English and Seminar Courses
- Name of Performance Task Youth Activism/Business Plan Proposal(*Social Entrepreneur Focus*)
- Essential Question How can inquiry-based research help us tackle complex questions and problems we care about as incarcerated individuals? How can we prevent mass incarceration & recidivism?
- Overview: Based on the rehabilitation & transitional needs of detainees in the Cook County Department of Corrections, students will identify, research, and ultimately create a youth activism proposal/business plan to address real-world issues in the jail as entrepreneurs who have gained a contract with DOC.
- PBA Reflection: **1** ..real-world connection & workforce skills in PBA design; **2** ..the importance of students applying entrepreneurial mindset & problem solving skills **3** ..students developing inspiration for advocacy **4** ..PBA design cultivating students' voice & citizenship; **5** ..positive language of rubrics



1 - Pink Group



2 - Pink Group



3 - Blue Group



4 - Yellow Group



5 - Blue Group



6 - Pink Group



7 - Pink Group



8 - Yellow Group



9 - Blue Group



10 - Blue Group



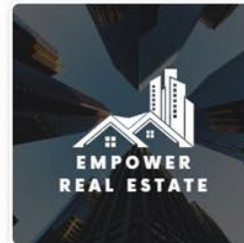
11 - Yellow Group



12 - Blue Group




13 - Blue Group



14 - Yellow Group

The York school rubric includes criteria for different stages of the PBA: planning, executing, and reflecting on learning.

	1 Emerging	2 Developing	3 Applying	4 Extending
Planning for the Youth Proposal Business Plan	<ul style="list-style-type: none"> I can identify the <u>idea</u> & <u>topic</u> of my youth proposal/business plan. I can explain who is being impacted, and why this proposal/business is important to address. 	<ul style="list-style-type: none"> I can demonstrate mastery of the youth proposal/business plan idea and identify the idea of the topic. I can explain <u>1</u> <u>problem</u> the business proposal is addressing based on evidence collected on the issue. 	<ul style="list-style-type: none"> I can demonstrate mastery of the youth proposal/business plan idea and <u>topic</u> I can investigate 2 problems the business <u>proposal</u> is addressing and can decide with justification what action plans are needed to implement and launch the proposal/business plan with evidence. 	<ul style="list-style-type: none"> I can demonstrate mastery of the youth proposal/business idea and topic and expand the topic on a global citizenship level. I can create a final plan of my youth proposal/business that masters 3 of the problem solving components (justification, solution, and <u>evidence</u>) <u>into</u> the plan of action.
Executing the Youth Proposal/Business Plan	<ul style="list-style-type: none"> I can demonstrate mastery of 1 target <u>goal</u> I can explain 1-2 component of the purpose: 1) who, 2) what, 3) where, 4) when and 5) why) of my plan of <u>action</u> 	<ul style="list-style-type: none"> I can demonstrate mastery of 2 target <u>goals</u> I can explain 2-3 component of the purpose: 1) who, 2) what, 3) where, 4) when and 5) why) of my plan of <u>action</u> 	<ul style="list-style-type: none"> I can demonstrate mastery of 3 target <u>goals</u> I can explain 4-5 component of the purpose: 1) who, 2) what, 3) where, 4) when and 5) why) of my plan of <u>action</u> 	<ul style="list-style-type: none"> I can demonstrate mastery of 4 target goals. I can explain all of the purpose: 1) who, 2) what, 3) where, 4) when and 5) why) of my plan of action
Reflecting on the Youth Proposal/Business Plan	<ul style="list-style-type: none"> I can understand and apply the overall execution of my youth proposal/action plan and identify 1 area of strength and 1 area for improvement for the execution of the proposal/business. I can apply 1-2 components of feedback to the plan for revisions. 	<ul style="list-style-type: none"> I can demonstrate mastery of 1 execution of my youth proposal/action plan and identify 2 areas of strength and 2 areas for improvement for the execution of the proposal/business. I can apply 2-3 components of feedback to the plan for revisions. 	<ul style="list-style-type: none"> I can demonstrate mastery of 2 execution of my youth proposal/action plan and identify 2-3 areas of strength and 2-3 areas for improvement for the execution of the proposal/business. I can apply 3-4 components of feedback to the plan for revisions. 	<ul style="list-style-type: none"> I can demonstrate mastery of 3 execution of my youth proposal/action plan and identify 4 areas of strength and 4 areas for improvement for the execution of the proposal/business. I can apply 5 components of feedback to the plan for revisions.

- **School/Content Area/Grade Level:**
Ridgewood Community High School District 234 Science II
- **Name of Performance Task:**
MythBusters
- **Essential Question:**
How do we know what sources are credible or what research/data is valid?
- **Overview:**
 - Students will select a myth personally significant to their lives.
 - During the researching phase, students will decide if a source is credible and learn how to utilize various resourcing methods.
 - As a class, we will research and define myths, facts, and opinions.
 - The final product will highlight individual interests however still connect to the Science standards.



Strengths of your PBA

Students will complete research on their own conspiracy theory and just like Mythbusters, determine if the conspiracy is busted, plausible, or confirmed (true).

Highlights student voice and choice - Allows students to present in various outlets - Enhances a creative outlook- Utilizes a competency based rubric where students know their level of skill.

Gina Maione



Did you know flavors can correspond to personality types?

Flavor	Likely to be...
chocolate	flirtatious, seductive, charming, unreasonable and over trusting.
Vanilla	impulsive
Mint chocolate chip	argumentative
Strawberry	introverts
Rainbow sherbert	pessimistic
Rocky road	aggressive
Coffee	dramatic
Chocolate chip	generous
Butter pecan	conscientious



Competencies:

Conducting Research:

- I can **demonstrate the ability to identify and select credible, diverse sources to gather evidence.**

Presentation:

- I can **demonstrate the ability to present findings and support evidence.**

Design Process:

- I can **analyze and make meaning of collected data to support or refute a hypothesis.**

Project Quality:

- I can **demonstrate the ability to create a public product.**
- I can **demonstrate the ability to meet requirements.**
- I can **demonstrate the ability to create a plan based on a driving question.**



Did you know you
eat like an animal?

Irene Metropulos

“The single story produces stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

-

Chimamanda Ngozi Adichie

African history is often viewed from a Eurocentric perspective, and focuses on crude generalizations, such as the ‘scramble for Africa,’ slavery, poverty and war. Students will understand that in propagating this single story of Africa, the true history of the strong, wealthy, influential and artistic cultures that developed in Sub-Saharan Africa have been buried over time.

Students share new learning with our school community in one of the following ways:

- OpEd Piece
- Podcast
- Public Art (including an artist's statement)
- ‘Unboxing’ Video
- Skit or Monologue

Jaclyn Smith

My PBA was centered around a series of **Counseling Group** lessons that focused on **developing social skills**. This lesson series was specifically catered to a group of freshman girls who have been in constant physical conflict throughout the year, and have consistently demonstrated verbally and physically antagonistic behaviors.

Overall, the PBA focuses first on internal reflection and self-awareness, moves into intentional collaborative discussions, and culminates with developing a book of poetry that captures the experiences and reflections of our group members.

I think the biggest strength of this PBA was taking a traditionally “academic” process and using it to develop an intentional, outcome-driven counseling group with clearly-outlined metrics.

Jacklyn's rubric focuses on self-reflection.

Rubric levels describe what making progress on self-management can look like.

HOW AM I DOING?

	Amazing!	Really Good	Getting There	Still Need Support
Explain how POV can influence opinions and actions	I can see things from other perspectives in group and in my classes	I can see things from other perspectives in group	I attempt to see things from other perspectives	I can acknowledge that I struggle to see things from other perspectives.
Build on others' ideas, and express mine respectfully	I respond respectfully and add on/agree/disagree in group and in my classes	I respond respectfully and add on/agree/disagree in group	I recognize when I've been disrespectful, and attempt to adjust. I can acknowledge when someone else has said something insightful.	I can acknowledge that I struggle to participate respectfully, or sometimes intentionally do or say things to irritate others.
Be thoughtful & intentional about how I respond to others	I use strategies to stop and think before I respond, both in group and in class, and I can respond with word choice and non-verbal behaviors that move the conversation in a productive direction.	I use strategies to stop and think before I respond in group, and I can monitor my word choice and non-verbal behaviors to avoid offending others	I can successfully stop and think before I respond, but this doesn't always stop me from saying what's on my mind, or showing how I feel with my body language.	I attempt to stop, think, and catch myself before saying something offensive or disrespectful, at least sometimes.
Acknowledge my struggles	I can name multiple struggles in my life, and articulate how they've impacted me	I can acknowledge at least one specific situation where I struggled in my life, and articulate how it impacted me	I can admit that I have struggled with things in general	I can acknowledge general things people may struggle with, but I have a hard time recognizing or admitting my own personal struggles.
Use strategies to overcome problems or obstacles	I can identify and anticipate times when I may need to use strategies, and have multiple strategies to use in and outside of group and I use them regularly	I can identify times when I could use a strategy, and I effectively use at least one strategy both in group and in class	I can identify times when I could use a strategy to overcome problems or obstacles	I am aware of the strategies, but I don't see a need to use them



Michael Schroers

Higher crime rates is an issue many Chicago communities are experiencing. Recently, the crime rate in Chicago has received lots of media attention. Increasing crime rates played a significant role in the last mayoral election as well. In calculus, the main tool we use to measure change are rates. Students are going to use rates based on real data to help find factors that contribute to lower crime rates and safer neighborhoods.



Understanding complex mathematical concepts are challenging. Students will have the opportunity to learn and apply mathematical concepts to issues that directly impact them and their communities. They will see what math looks like beyond the classroom.



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