

This resource includes authentic performance task examples that teachers and school teams have developed in LCI programs. It is used to illustrate the wide range of essential questions and tasks that can be implemented and to inspire teachers as they engage in the design process.

Assessment title and essential question(s)	Grade and Subject	Task description
Elementary Tasks		
Learning through Play “Can play teach?”	<ul style="list-style-type: none"> Kindergarten Literacy and Social studies 	Students host a Community Night called “100 Days of Play” which features presentations highlighting their learning throughout the 100 Days of Play. They then lead small groups of play at various stations throughout the school. Finally, they create posters naming and reflecting on what was most meaningful to them.
Making a Difference “How can I make a difference? How will my actions impact others?”	<ul style="list-style-type: none"> Grade 2 ELA and Social studies 	Students write an opinion letter to a person of their choice to explain how they’ve made a difference in the classroom, school or community and the impact their actions had on others. In the letter, the students seek to invite readers to make a difference as well . They also ask their readers to write a return letter to them informing them if their actions made a difference.
O Sole Mio! Why Control the Sun? “What does the sun do for us? Why should we aim to control what the sun can do?”	<ul style="list-style-type: none"> Grade 2 Science and ELA 	Students use multimedia presentations to raise awareness among younger peers, administrators and members of the broader district community, about how the sun’s energy can be harnessed as a sustainable source of power , which will in turn enable the conservation of more limited resources .
Connecting to Nature “What is our connection to nature?”	<ul style="list-style-type: none"> Grade 2 Interdisciplinary 	Students create a written piece within their seashore research project which focuses on a problem or issue to educate others. They also write to an organization which is working with their particular sea animal to share their concerns with them. Students use various e-tools to present their research .

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<p>Mindfulness</p> <p>“What is mindfulness? What is the difference between a student and a learner? What is a mindful learner?”</p>	<ul style="list-style-type: none"> • Grades 2-3 • Interdisciplinary 	<p>Students participate in the production of a mindfulness video that responds to the essential questions and is shown to the audience of their choice, as well as the larger school community.</p>
<p>Waste Not, Want Not</p> <p>“How do my consumer decisions impact the health of the earth and its people? How can I communicate alternative consumer decisions to improve the health of the earth and its people?”</p>	<ul style="list-style-type: none"> • Grade 3 • Economics, art, literacy 	<p>Students explore the impact of their decisions through the lenses of cost/benefit, perspective, and also tracing the global “journey” that their consumption takes from beginning to end. They propose a course of action through a selected media form which raises awareness about the impact of changing their consumption patterns.</p>
<p>Animal Rehab Center Fundraiser</p>	<ul style="list-style-type: none"> • Grade 3 • Math 	<p>Students design, create and sell “I sponsored an animal” badges for a fundraiser for a local animal shelter. They work individually and in partnerships to: 1) determine how much total money the class raised and 2) decide how many animals can be sponsored. As a whole class, students decide which animals to sponsor with the collected money and send a letter to the shelter about the learning experience.</p>
<p>Actions and Consequences</p> <p>“How do our actions and choices affect the world?”</p>	<ul style="list-style-type: none"> • Grade 4 • Literacy 	<p>Students collectively conduct a series of investigations in various content areas around the essential question. They produce a persuasive educational presentation on a postcard for the <i>Create a Positive Change</i> campaign (poem, Wordle, visual, diagram) that can be accessed by unique QR codes.</p>
<p>Reading Writing Connections</p> <p>“Can we find ourselves in what we read?”</p>	<ul style="list-style-type: none"> • Grade 4 • Literacy 	<p>Students analyze the many ways that readers find themselves in text and how writers communicate experiences in ways that resonate with their readers. Finally, they engage in ongoing focused reflections on their success and identify goals for future progress.</p>

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<p>What Innovations Really Matter?</p> <p>“What innovations really matter?”</p>	<ul style="list-style-type: none"> ● Grade 4 ● Social studies, science, literacy, music, art 	<p>Students respond to the essential question. They explore a specific innovation and its impact. They use their research to write a proposal to convince the school to consider their idea for an innovation that will improve the school. They then revisit the essential question again and compare changes in their thinking.</p>
<p>Multiple Perspectives of American History</p> <p>“Where does the truth lie? How do we construct our own story of an event or issue?”</p>	<ul style="list-style-type: none"> ● Grade 4 ● Humanities 	<p>Students create historical accounts from three different perspectives on the same topic within Native American History, to explore how people can have diverse yet legitimate perspectives on the same event.</p>
<p>Exploring the Role of Environment to Native Americans</p> <p>“How do our beliefs impact what we see and do?”</p>	<ul style="list-style-type: none"> ● Grade 4 ● Art, social studies, literacy 	<p>Students explore earthworks and site-specific artwork. They interpret and explore meaning in various examples of earthworks. They create their own artwork and use persuasive writing to create a statement about their art and message. Their work is featured at an Art & Multimedia Exhibition.</p>
<p>Citizenship (Elementary school)</p> <p>“Can I make a difference?”</p>	<ul style="list-style-type: none"> ● Grade 5 ● Social studies, ELA 	<p>Students design and execute an action plan for community service in response to the essential question. They document their learning through a journal and photos and then create a visual presentation of their work. Presentations are shared with various audiences, including the BOE, administration and parents.</p>
<p>For a Better World: Becoming Agents of Social Change</p> <p>“How do we make social change?”</p>	<ul style="list-style-type: none"> ● Grade 5 ● Social studies 	<p>Students identify a social issue worthy of change, and research what has previously been done to take action. They form coalitions to address these issues, and “sell” their ideas to each other. They create a plan for social change and present it to district administrators.</p>

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<p>How Do Scientists Use the Design Process in the Real World?</p> <p>“How Do Scientists Use the Design Process in the Real World?”</p>	<ul style="list-style-type: none"> ● Grade 5 ● Science, math, literacy 	<p>Students use engineering and design practices to build a working, fun, safe, and cost-efficient rollercoaster model as well as write a proposal to persuade the panel of experts who could choose their design for the park.</p>
<p>Where You Live Impacts How You Live</p> <p>“How do artists and scientists work to analyze and bring awareness to real world problems?”</p>	<ul style="list-style-type: none"> ● Grade 5 ● Social studies 	<p>Students generate concerns and questions related to the existence and impending dismantling of the local thermoelectric plant. They create a social conscience work of art that explores their concerns and ideas surrounding the dismantling of the plant and present it to the district Board of Education and local community.</p>
<p>Amplify Your Actions</p> <p>“What does my behavior say about me?”</p>	<ul style="list-style-type: none"> ● Grade 5 ● Social emotional learning 	<p>Students create a presentation (slam poem, PSA, visual artifact, written role play) about a component of a framework for student self-regulation. Their presentation features how their component supports positive behaviors from different perspectives, and can help people grow in that area.</p>
<p>Intermediate Tasks</p>		
<p>Watershed</p> <p>“If you can't see it, is it there and/or should we care? What's worth changing, celebrating, and/or conserving? Can sixth graders have an impact on their town?”</p>	<ul style="list-style-type: none"> ● Grade 6 ● Science and ecology 	<p>Students research the impact of human activity on a local body of water. They collect data about the pollutants travelling through that water, and make recommendations to an audience of their choice about how to take action. They also measure the effect of their presentation on their audience.</p>
<p>Real World application of Ratios & Proportions</p> <p>“Does math matter?”</p>	<ul style="list-style-type: none"> ● Grade 6 ● Math 	<p>Students find an example of how ratios are used to solve problems in the real world. They present and teach their problems, solutions and strategies in small groups where their peers have the opportunity to question them in order to learn more about the different strategies presented. They then write a reflection about what they learned.</p>

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<p>Human Activity Effects on Water</p> <p>“Who is responsible for our water?”</p>	<ul style="list-style-type: none"> ● Grade 6 ● Science and social studies 	<p>Students create a proposal using a medium of their choice to alleviate a water issue of their choice. Proposals are based on conclusions formed from science and social studies content and research about water issues locally or globally. Students determine an appropriate audience with whom to share their proposals and present their proposals to that audience.</p>
<p>American Identity</p> <p>“What does it mean to be an American?”</p>	<ul style="list-style-type: none"> ● Grade 7 ● Art and Social studies 	<p>Students create a mind map with the word “American” in the center, construct a collage based concept, and develop an essay in response to the essential question. The final product is a visual or performance art presented to the school community.</p>
<p>Disease and Technology</p> <p>“Should society work to preserve life at all costs?”</p>	<ul style="list-style-type: none"> ● Grade 7 ● Science and technology 	<p>Students write articles modeled after medical journals that describe a disease that affects someone in their life, the body systems that it affects, and how the disease is treated, managed, and or prevented. They also use the Timeliner computer program to show the evolution of technology used to combat the disease.</p>
<p>Impact of Diversity in Harrison</p> <p>“Does diversity strengthen or divide?”</p>	<ul style="list-style-type: none"> ● Grade 7 ● Social studies 	<p>Students read and interpret historical and current primary and secondary sources to assess the impact of diversity on society. They write a letter to a community member who might be interested in their findings.</p>
<p>Population Dilemma</p> <p>“What are the effects of population changes over time?”</p>	<ul style="list-style-type: none"> ● Grade 7 ● English, Math, and Social studies 	<p>Students research and analyze historical population trends, their social effects, and possible solutions. As a result of their study, students tackle a district population issue related to shifting demographics and develop proposals of potential solutions. They present their proposals to the board of education and town stakeholders.</p>

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Science and Art Unit “What key science concepts can be communicated in the form of a comic strip?”	<ul style="list-style-type: none"> ● Grade 7 ● Art and Science 	Students create a comic strip in art class, with the infusion of biology concepts learned in science class. They publish their comics in the school newspaper , and use them to teach younger students .
Colonial Day Roots of Democracy “Is government necessary?”	<ul style="list-style-type: none"> ● Grade 7-8 ● ELA and Social studies 	Students analyze historical documents and craft arguments for or against the need for of government. They present their arguments in a town meeting format for school and district officials .
Music Speaks “How Does Music Speak to its Time?”	<ul style="list-style-type: none"> ● Grade 6-8 ● Music 	Using a variety of sources (non-fiction, literature, film, poetry, and music), students research the history of a particular time period, influential person or cultural arc and the music that connects to it , culminating in a multimedia project for the community that covers both that era and students’ own time.
Engineering an Underwater Robot “What is the relationship between form and function?”	<ul style="list-style-type: none"> ● Grade 8 ● Science and technology 	Students develop a low cost robot in order to conduct environmental research in the Long Island Sound. They choose the specific design of their robot and refine their design until it works.
Social Injustice “Can we fight social injustice?”	<ul style="list-style-type: none"> ● Grade 8 ● Social studies and literacy 	Students participate in a “Social Injustice Forum” in which they select a <i>modern-day</i> social injustice and identify a “combat method” which is presented to current students, incoming 8th graders and a panel of local leaders .
Opportunity and Conflict “Is America truly the land of opportunity?”	<ul style="list-style-type: none"> ● Grade 8 ● Social studies and literacy 	Students use primary and secondary sources to share perspectives, refine their thinking and participate in meaningful discussions around whether America is still the land of opportunity . They develop a common web page dedicated to study of US history that is used to publish their work .
Solar Panel Proposals “What kind of obligation do humans have toward their use of energy?”	<ul style="list-style-type: none"> ● Grade 8 ● Math and science 	Students respond to the essential question in their science class. They conduct research and analyze data to develop proposals for or against the installation of solar panels at their middle school, which is presented to school officials

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Commencement Tasks		
<p>Coming of Age</p> <p>“What does it mean to come of age?”</p>	<ul style="list-style-type: none"> ● Grade 9 ● English 	<p>Students tell the coming of age story of an intergenerational family member. They use technology to publish their stories and create short documentaries or podcasts about the family member to present to the community.</p>
<p>Adolescent Literacy</p> <p>“How does high school influence adolescent identity?”</p>	<ul style="list-style-type: none"> ● Grade 9 ● Social studies 	<p>Students examine an aspect of school culture through the lens of individual identity. They write a descriptive account of an issue that impacts their high school, a research paper that analyzes the issue on a national level, and a persuasive letter with specific recommendations to a constituency from the school district.</p>
<p>Global Conflict</p> <p>“Does conflict ever really end?”</p>	<ul style="list-style-type: none"> ● Grade 9 ● Social studies 	<p>Students determine the best way to communicate their learning and raise awareness about a specific global issue involving conflict for an authentic audience that cares about or is impacted by the issue.</p>
<p>Citizenship</p> <p>“Do everyday citizens make a difference?”</p>	<ul style="list-style-type: none"> ● Grade 9 ● English and US History 	<p>After learning about citizenship, students generate their own criteria to nominate everyday citizens who meet the ideals of active citizenship. They defend their choice for candidate and create written and multimedia presentations to display nominated finalists.</p>
<p>Using the Past to Design for the Present</p> <p>“How do research and experimentation influence decision making?”</p>	<ul style="list-style-type: none"> ● Grade 9 ● Science, Math, literacy 	<p>Using design elements from classical architecture, material analysis and mathematical modelling, students submit a written proposal to design a building façade, sculpture, fountain, etc., to the town’s planning and zoning commission. A panel of faculty and staff members selects the top 3 proposals to forward to the commission.</p>

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<p>Global Petri Dish</p> <p>“What infectious disease is the greatest threat to us?”</p>	<ul style="list-style-type: none"> ● Grade 9 ● World studies, biology, geology 	<p>Students study the societal impact of plagues, as well as the biology of bacterial diseases. They research a disease’s causes, symptoms, and method of transmission, and present a paper arguing why this disease poses a great threat to us.</p>
<p>Showing Empathy in Global Cultures</p> <p>“Why is it important to care?”</p>	<ul style="list-style-type: none"> ● 9th or 10th Grade ● World Languages 	<p>Students select a topic of personal interest in the target culture regarding a social injustice and create a presentation on their topic for classmates. They are graded not just on their presentations but on their ability to respond to follow-up questions.</p>
<p>Genocide</p> <p>“Should we be citizens of the world?”</p>	<ul style="list-style-type: none"> ● Grade 10 ● History 	<p>Students research eight genocides around the world. They hear first-hand from survivors of genocide in person. They engage in a competition to propose the best ideas for eradicating genocide, and present their ideas to the UN Committee of New Canaan. Follow up work is conducted by a human rights club that has been created at the high school.</p>
<p>Identity in the McWorld</p> <p>“Can Modernization and Tradition coexist?”</p>	<ul style="list-style-type: none"> ● Grade 10 ● Global History, Geography 	<p>Students choose a case study/issue and examine how it exemplifies the tension between traditional values and modernization. They create a Google+ community to include perspectives on the tension.</p>
<p>National History Day</p> <p>“Whose rights and responsibilities should prevail?”</p>	<ul style="list-style-type: none"> ● Grade 9-12 ● English, Library, and Social studies 	<p>Students conduct research on rights and responsibilities in their English and Social studies classes, and complete research papers and presentations. They compete in the school’s History Fair. The winners go on to the Regional National History Day competition.</p>
<p>Bias and the Media</p> <p>“How does bias shape the media?” “Why is it important to recognize bias?”</p>	<ul style="list-style-type: none"> ● Grade 12 ● English 	<p>Students seek to augment the school’s voter registration drive by presenting to their 12th grade peers on how to deconstruct multiple forms of political messaging to uncover the inherent bias in order to become engaged and educated voters.</p>

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Citizenship (High School) “How can I use my passion(s), strengths and skills to enact positive change in my community?”	<ul style="list-style-type: none"> ● Grade 12 ● Economics, English 	Students explore different dynamics of citizenship through an online multimedia publication, community showcase presentation, speech and/or research paper that allows them to tie their passions to a personal social or socioeconomic issue of their choice.
Storytelling “How does telling of stories keep the cultural values of a society alive?”	<ul style="list-style-type: none"> ● Grade 12 ● World Mythology 	Students write an analysis of a traditional folktale from their own culture (or a culture of their choosing), and use that analysis to create a performance of that folktale for a student-selected audience.
Global Citizenship through Social Entrepreneurship “Can profit only be measured in dollars and cents?”	<ul style="list-style-type: none"> ● Grades 9-12 ● Social studies, Economics 	Students collaborate to create an elevator pitch for an innovative solution to one of three existing global issues. Students use smartphone apps like Storehouse, iMovie and Splice to create and present their idea to a panel of expert social entrepreneurs and venture capitalists.