

*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
<b>Elementary Tasks</b>		
Learning through Play “Can play teach?”	<ul style="list-style-type: none"> <li>Kindergarten</li> <li>Literacy and Social studies</li> </ul>	Students <b>host a Community Night</b> called “100 Days of Play” which features <b>presentations</b> highlighting their learning throughout the 100 Days of Play. They then <b>lead small groups of play</b> at various stations throughout the school. Finally, they <b>create posters</b> 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"> <li>Grade 2</li> <li>ELA and Social studies</li> </ul>	Students <b>write an opinion letter to a person of their choice</b> to explain how <b>they’ve made a difference</b> in the classroom, school or community and the impact their actions had on others. In the letter, the students seek to <b>invite readers to make a difference as well</b> . They also ask their readers to <b>write a return letter</b> 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"> <li>Grade 2</li> <li>Science and ELA</li> </ul>	Students <b>use multimedia presentations</b> to <b>raise awareness</b> among younger peers, administrators and members of the broader district community, about <b>how the sun’s energy can be harnessed as a sustainable source of power</b> , which will in turn enable the <b>conservation of more limited resources</b> .
Connecting to Nature “What is our connection to nature?”	<ul style="list-style-type: none"> <li>Grade 2</li> <li>Interdisciplinary</li> </ul>	Students <b>create a written piece</b> within their seashore <b>research project</b> which focuses on a problem or issue to educate others. They also <b>write to an organization</b> which is working with their particular <b>sea animal</b> to share their concerns with them. Students <b>use various e-tools to present their research</b> .

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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"> <li>• Grades 2-3</li> <li>• Interdisciplinary</li> </ul>	<p>Students participate in the <b>production of a mindfulness video</b> 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"> <li>• Grade 3</li> <li>• Economics, art, literacy</li> </ul>	<p>Students <b>explore the impact of their decisions</b> through the lenses of cost/benefit, perspective, and also tracing the global “journey” that their <b>consumption</b> takes from beginning to end. They <b>propose a course of action</b> through a selected media form which <b>raises awareness about the impact of changing their consumption patterns.</b></p>
<p>Animal Rehab Center Fundraiser</p>	<ul style="list-style-type: none"> <li>• Grade 3</li> <li>• Math</li> </ul>	<p>Students <b>design, create and sell “I sponsored an animal” badges</b> for a fundraiser for a local animal shelter. They <b>work individually and in partnerships</b> to: 1) determine how much total money the class raised and 2) decide how many animals can be sponsored. As a whole class, students <b>decide which animals to sponsor</b> with the collected money and send a <b>letter to the shelter</b> 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"> <li>• Grade 4</li> <li>• Literacy</li> </ul>	<p>Students collectively <b>conduct a series of investigations</b> in various content areas around the essential question. They produce a <b>persuasive educational presentation</b> on a postcard for the <i>Create a Positive Change</i> campaign (poem, Wordle, visual, diagram) that can be <b>accessed by unique QR codes.</b></p>
<p>Reading Writing Connections</p> <p>“Can we find ourselves in what we read?”</p>	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• Literacy</li> </ul>	<p>Students <b>analyze the many ways</b> that readers find themselves in text and how writers communicate experiences in ways that resonate with their readers. Finally, they engage in ongoing focused <b>reflections on their success and identify goals for future progress.</b></p>

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<p>What Innovations Really Matter?</p> <p>“What innovations really matter?”</p>	<ul style="list-style-type: none"> <li>● Grade 4</li> <li>● Social studies, science, literacy, music, art</li> </ul>	<p>Students respond to the essential question. They <b>explore a specific innovation and its impact</b>. They use their research to <b>write a proposal</b> to convince the school to consider their idea for an innovation that will improve the school. They then <b>revisit the essential question</b> 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"> <li>● Grade 4</li> <li>● Humanities</li> </ul>	<p>Students <b>create historical accounts</b> from three different perspectives on the same topic within Native American History, to explore how <b>people can have diverse yet legitimate perspectives on the same event</b>.</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"> <li>● Grade 4</li> <li>● Art, social studies, literacy</li> </ul>	<p>Students explore <b>earthworks and site-specific artwork</b>. They <b>interpret and explore meaning</b> in various examples of earthworks. They <b>create their own artwork</b> and <b>use persuasive writing</b> to create a <b>statement</b> about their art and message. Their work is featured at an <b>Art &amp; Multimedia Exhibition</b>.</p>
<p>Citizenship (Elementary school)</p> <p>“Can I make a difference?”</p>	<ul style="list-style-type: none"> <li>● Grade 5</li> <li>● Social studies, ELA</li> </ul>	<p>Students <b>design and execute an action plan</b> for <b>community service</b> in response to the essential question. They <b>document their learning</b> through a <b>journal and photos</b> and then <b>create a visual presentation</b> 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"> <li>● Grade 5</li> <li>● Social studies</li> </ul>	<p>Students <b>identify a social issue</b> worthy of change, and <b>research</b> what has previously been done to take action. They <b>form coalitions</b> to address these issues, and “sell” their ideas to each other. They <b>create a plan for social change and present it</b> 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"> <li>● Grade 5</li> <li>● Science, math, literacy</li> </ul>	<p>Students <b>use engineering and design practices</b> to build a working, fun, safe, and cost-efficient <b>rollercoaster model</b> as well as <b>write a proposal to persuade</b> 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"> <li>● Grade 5</li> <li>● Social studies</li> </ul>	<p>Students <b>generate concerns and questions</b> related to the existence and impending dismantling of the <b>local thermoelectric plant</b>. They <b>create a social conscience work of art</b> 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"> <li>● Grade 5</li> <li>● Social emotional learning</li> </ul>	<p>Students <b>create a presentation</b> (slam poem, PSA, visual artifact, written role play) <b>about a component of a framework for student self-regulation</b>. Their presentation features how their component supports <b>positive behaviors</b> from <b>different perspectives</b>, 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"> <li>● Grade 6</li> <li>● Science and ecology</li> </ul>	<p>Students <b>research the impact of human activity on a local body of water</b>. They <b>collect data</b> about the <b>pollutants</b> travelling through that water, and <b>make recommendations</b> to an audience of their choice about <b>how to take action</b>. They also <b>measure the effect of their presentation on their audience</b>.</p>
<p>Real World application of Ratios &amp; Proportions</p> <p>“Does math matter?”</p>	<ul style="list-style-type: none"> <li>● Grade 6</li> <li>● Math</li> </ul>	<p>Students find an example of how <b>ratios</b> are used to <b>solve problems in the real world</b>. They <b>present and teach their problems, solutions and strategies</b> in small groups where their peers have the opportunity to <b>question them in order to learn more about the different strategies</b> presented. They then <b>write a reflection about what they learned</b>.</p>

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

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

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<b>Commencement Tasks</b>		
<p>Coming of Age</p> <p>“What does it mean to come of age?”</p>	<ul style="list-style-type: none"> <li>● Grade 9</li> <li>● English</li> </ul>	<p>Students tell the <b>coming of age story</b> of an intergenerational family member. They <b>use technology to publish their stories</b> and create short <b>documentaries or podcasts</b> about the family member <b>to present to the community.</b></p>
<p>Adolescent Literacy</p> <p>“How does high school influence adolescent identity?”</p>	<ul style="list-style-type: none"> <li>● Grade 9</li> <li>● Social studies</li> </ul>	<p>Students <b>examine an aspect of school culture</b> through the lens of individual <b>identity.</b> They write a <b>descriptive account of an issue</b> that impacts their high school, a <b>research paper</b> that analyzes the issue on a national level, and a <b>persuasive letter</b> with specific recommendations to a <b>constituency from the school district.</b></p>
<p>Global Conflict</p> <p>“Does conflict ever really end?”</p>	<ul style="list-style-type: none"> <li>● Grade 9</li> <li>● Social studies</li> </ul>	<p>Students determine the best way to communicate their learning and <b>raise awareness</b> about a specific <b>global issue</b> involving <b>conflict</b> for an <b>authentic audience</b> that cares about or is impacted by <b>the issue.</b></p>
<p>Citizenship</p> <p>“Do everyday citizens make a difference?”</p>	<ul style="list-style-type: none"> <li>● Grade 9</li> <li>● English and US History</li> </ul>	<p>After learning about citizenship, students generate their own <b>criteria</b> to nominate everyday citizens who meet the ideals of active citizenship. They <b>defend</b> their choice for candidate <b>and create written and multimedia presentations</b> 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"> <li>● Grade 9</li> <li>● Science, Math, literacy</li> </ul>	<p>Using design elements from classical architecture, material analysis and mathematical modelling, students <b>submit a written proposal to design a building façade, sculpture, fountain, etc.,</b> to the <b>town’s planning and zoning commission.</b> 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"> <li>● Grade 9</li> <li>● World studies, biology, geology</li> </ul>	<p>Students <b>study the societal impact of plagues</b>, as well as <b>the biology of bacterial diseases</b>. They <b>research</b> a disease’s causes, symptoms, and method of transmission, and <b>present a paper arguing why this disease poses a great threat to us</b>.</p>
<p>Showing Empathy in Global Cultures</p> <p>“Why is it important to care?”</p>	<ul style="list-style-type: none"> <li>● 9<sup>th</sup> or 10<sup>th</sup> Grade</li> <li>● World Languages</li> </ul>	<p>Students <b>select a topic of personal interest</b> in the target culture regarding a <b>social injustice</b> and <b>create a presentation</b> on their topic for classmates. They are graded not just on their presentations but on their ability to <b>respond to follow-up questions</b>.</p>
<p>Genocide</p> <p>“Should we be citizens of the world?”</p>	<ul style="list-style-type: none"> <li>● Grade 10</li> <li>● History</li> </ul>	<p>Students <b>research eight genocides around the world</b>. They hear first-hand from survivors of genocide in person. They <b>engage in a competition</b> to propose the best ideas for <b>eradicating genocide</b>, and <b>present their ideas to the UN Committee of New Canaan</b>. 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"> <li>● Grade 10</li> <li>● Global History, Geography</li> </ul>	<p>Students <b>choose a case study/issue</b> and examine how it exemplifies the tension between <b>traditional values and modernization</b>. They <b>create a Google+ community</b> 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"> <li>● Grade 9-12</li> <li>● English, Library, and Social studies</li> </ul>	<p>Students conduct <b>research on rights and responsibilities</b> in their English and Social studies classes, and <b>complete research papers and presentations</b>. They <b>compete in the school’s History Fair</b>. 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"> <li>● Grade 12</li> <li>● English</li> </ul>	<p>Students seek to <b>augment the school’s voter registration drive</b> by <b>presenting to their 12th grade peers</b> on how to <b>deconstruct multiple forms of political messaging</b> 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"> <li>● Grade 12</li> <li>● Economics, English</li> </ul>	Students <b>explore different dynamics of citizenship</b> through an <b>online multimedia publication, community showcase presentation, speech and/or research paper</b> that allows them to tie their passions to a <b>personal social or socioeconomic issue of their choice.</b>
Storytelling  “How does telling of stories keep the cultural values of a society alive?”	<ul style="list-style-type: none"> <li>● Grade 12</li> <li>● World Mythology</li> </ul>	Students <b>write an analysis of a traditional folktale</b> from their own culture (or a culture of their choosing), and use that analysis to <b>create a performance</b> of that folktale for a <b>student-selected audience.</b>
Global Citizenship through Social Entrepreneurship  “Can profit only be measured in dollars and cents?”	<ul style="list-style-type: none"> <li>● Grades 9-12</li> <li>● Social studies, Economics</li> </ul>	Students collaborate to <b>create an elevator pitch</b> for an <b>innovative solution</b> to one of three existing global issues. Students <b>use smartphone apps</b> like Storehouse, iMovie and Splice <b>to create and present their idea to a panel of expert social entrepreneurs and venture capitalists.</b>