Designers' Note: This performance assessment is a synthesis of student learning from the unit, however, the design thinking process is embedded in order to support students in developing real-time solutions with a call to action. As a result, students develop and demonstrate their mastery of the competencies and skills associated with the design thinking process as they work toward completing the overall assessment. Prior to the performance assessment, students should have learned about positive and negative examples of human impact on the earth as explained in the Inquiry Frame below. Additionally, this performance assessment relies on students using technology to create stop motion videos. If students do not have access to this kind of technology, consider having the students create a storyboard instead.

TOPICS:	FINAL EVIDENCE OF STUDENT LEARNING:
Human Impact on the Environment, Climate Variability, Design Thinking Process	Stop Motion Call to Action Video

INQUIRY FRAME:

How do we use design thinking to create solutions for minimizing negative human impact on the earth?

Throughout this unit, students engage in learning experiences, exploring various ways in which human activities and natural occurrences impact the environment and our earth. Before beginning this performance assessment, students need familiarity with the key ideas and concepts from the following standards. These standards will not be directly assessed by the performance assessment, however, the ideas within these standards are necessary for students' comprehensive understanding and application on the performance assessment.

- ESS3-MS-4.: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- ESS3-MS-5.: Ask questions to interpret evidence of the factors that cause climate variability over time.

In the unit, as students are making meaning and participating in lesson investigations, special focus should be placed on developing student skills in analyzing tables, graphs, and maps with content related to human impact and the above standards.

This performance assessment prompts students to synthesize their learning from the unit by focusing on one human impact they feel passionately about and designing a solution that they can ask their community to support, bridging connections between science content, community building, and problem solving. Additionally, the design thinking process plays a vital role in this assessment by supporting students' metacognitive process of understanding how we think about problems in order to design solutions. There are variations of the design thinking process that can be used for this performance assessment, however, for this assessment, the choice has been made to use the design thinking process that features the following steps: Empathise, Define, Ideate, Prototype, and Test.

As students move through the design process, they can draft their process on paper or by using digital technology. The final evidence of student learning will only include the stop motion video but the design thinking process will be captured and assessed throughout the performance assessment formative checkpoints. Also, students can and should use their design thinking drafting to reflect on at the end of the assessment in the final Reflect checkpoint #14.

For technological support with stop motion videos, consider using the following websites:
- https://www.cateater.com/
- https://chrome.google.com/webstore/detail/stop-motion-animator/dhgmfcabdnkbdhelnoooodefedbilcpho?hl=en-US
- https://www.videostudiopro.com/en/pages/stop-motion-animation/

COMPETENCIES & TARGET SKILLS (LEVEL 3)	STANDARDS
Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions ● I can research and describe a problem, including any constraints that I must keep in mind. ● *With guidance,* I can define success criteria. ● I can brainstorm multiple solutions to the problem, including solutions that take an original approach, and select one or two to move forward. ● I can build a prototype/model that meets my success criteria, including any constraints. **Oral/Written Communications** 3.1 Develop Ideas for a Specific Purpose ● I can choose a focused central message for my product/performance, drawing on sources when applicable. ● I can implement one or more ideas for tailoring my product to my purpose and audience. ● I can choose important details and/or evidence to help develop my central idea and achieve my purpose. ● I can organize my ideas in a logical way that is easy for my audience to follow. **Citizenship/Civic Responsibility** 9.2 Examine Enduring Problems ● I can identify a specific problem or issue in my community that I could help address. ● I can come up with questions to explore the issue, and prioritize the most important questions to investigate. 9.4 Take Action to Improve My Community ● I can come up with a plan that engages other stakeholders in solving a problem or improving a	**Science Standards:** **ESS3-MS-3.** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. **ELA Standards:** **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **W.6.1** Write arguments to support claims with clear reasons and relevant evidence a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use precise language and domain-specific vocabulary to support the argument. f. Provide a concluding statement or section that follows from the argument presented. **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

situation. ● I can take positive, constructive action while demonstrating my civic knowledge. I can reflect on what I learned through implementation as well as what I could have done differently, how my actions impacted the situation, and what next steps I or others could take.	**SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

STUDENT-FACING DESCRIPTION OF PERFORMANCE ASSESSMENT

Together, as a class, we have been learning about how human activity can impact the earth in positive and negative ways. For example, we have learned how increases in human population can affect how much food we have to feed our hungry planet, and how driving cars and eating a lot of meat can impact climate variability. For our final performance assessment, you will combine your learning from this unit, with your design skills, to create a solution that minimizes at least one negative human impact on the earth. You will use the design thinking process to examine in-depth one human environmental impact, assess the kinds of solutions that are feasible, and design and evaluate solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), pollution (such as of the air, water, or land), food sources (such as corporate farming), among others. Once you have designed a solution, you will create a stop motion video that informs the community about the impact as well as presents a call to action. Your call to action will explain your solution in minimizing the human impact including ideas for how community members can play an active role in the solution.

FORMATIVE PROCESS (SCAFFOLDING TO PERFORMANCE ASSESSMENT)

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
#0	**PERFORMANCE ASSESSMENT LAUNCH** **MAKE MEANING: What do we already know about negative human impact on the environment?** The goal of this checkpoint is to launch the performance assessment. First, review the student-facing performance assessment description with students so they understand the goals of the assessment. Before students have to narrow down their human impact choices, have them brainstorm/review all the ways in which humans negatively impact the earth so as to create a comprehensive class list for students to choose from in the next checkpoint. Remember that students have learned this content previous to this	*The purpose of the project launch is to introduce the performance assessment and create interest in the work and, as such, it is not a formal opportunity for students to demonstrate the target competencies and standards.*	

launch and so this activity will be a review for the students. Consider having students brainstorm in small groups and then share their brainstorms with the whole class in a mini presentation type activity like a jigsaw. Some negative human impact activities on the list might include:

- Too many cows creating methane gas (through burping and excrement) which contributes to CO_2 in the atmosphere
- Human population growth that contributes to negative impact including food shortages, over-farming, over-consumption of natural resources, more activities that contribute to CO_2 emissions/greenhouse gases
- Species extinction from disruption to habitats, pollution, etc.

Greenhouse gas emissions from cars, planes, factories, etc.

| #1 | **MAKE MEANING: How do I choose one human impact to focus on?**

The goal of this checkpoint is to engage students in the process of narrowing down to one human impact issue to focus on for the rest of the assessment. Consider facilitating a discussion with students to create questions that will support students in narrowing down the many choices brainstormed in the previous task. Students then use those questions to help them decide which human impact to focus on for their assessment.
Some questions might include:
What human impact I am most interested in and why?
What human impact most affects our local and state communities? How?
Can I narrow the human impact to a specific focus? Instead of the big concept of greenhouse gas emissions, can I narrow this down to one human impact that is a contributing factor to greenhouse gases?
By the end of this task, all students should have selected one human impact they want to focus on for the rest of this assessment. | Citizenship/Civic Responsibility
9.2 Examine Enduring Problems
I can identify a specific problem or issue in my community that I could help address. | Student written selection of their human impact with reasons for their choice |

#2	**MAKE MEANING: What is a call to action?** The goal of this checkpoint is to introduce the concept of a call to action to the students so that when they go to design their human impact solution, they can also be thinking about how to get the community involved in their solution. The call to action will be an important part of the final stop motion video. Creating a learning experience for students in which they can build their knowledge of what a call to action is will be important in this task. Consider showing students different call to action examples in written and video form. Have students compare the call to action examples and create a class-wide definition of what the concept means. Next, co-create with students criteria that address the various calls to action they experienced including some of the following attributes: ● The call to action includes a suggestion for the reader or viewer to take action of some kind. ● The call to action has specific requests they are making of the reader or viewer. ● The call to action is similar to an argument in that the author is making a claim and using evidence to support that claim. Consider, then, ensuring students understand the concept of a call to action by showing them more written and video examples and having them describe what the call to action is and how the author is making the call to action through claims, evidence, and reasons.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly	Student analysis of example calls to action Observation of student participation, including oral language skills
#3	**MAKE MEANING - *EMPATHISE:* What do I need to know to better understand the problem I am trying to solve?** The goal of this checkpoint is to have students think about the following question: How do I gain a better understanding of the human impact I am trying to mitigate? This checkpoint is the first step in the design thinking process - empathizing - which focuses the designer on gaining an understanding of the problem they are trying to solve. For students this means learning more about their selected human impact through questioning and research.	Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions ● I can research and describe a problem, including any constraints that I must keep in mind. Citizenship/Civic Responsibility 9.2 Examine Enduring Problems ● I can come up with	Students' inquiry questions and resulting research notes on selected human impact issue

	Consider modeling how to do more in-depth research of a selected topic by posing inquiry questions to guide the research process. Model for students how to use internet searches and the review of articles and informative texts read and analyzed in the unit in order to find the answers to the inquiry questions posed. Finally, model how to write notes on the research based on the inquiry questions and answers found. Modeling with a topic or issue that is not one of the students' selected issues will ensure students do not just copy the process but have to apply the process to their own issue. Consider using a topic or issue from a prior unit to model how to do this kind of research and throughout future checkpoints where modeling is needed. Students then generate inquiry questions, research those questions, and produce notes about their selected human impact based on the answers they find.	questions to explore the issue, and prioritize the most important questions to investigate. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
#4	**INVESTIGATE - *DEFINE*: What is my problem statement?** The goal of this checkpoint is to support students in developing a problem statement for their human impact issue. The purpose of a problem statement is to define what is currently happening and the goal of what needs to happen. For example, if a student wants to decrease human reliance on cars that burn fossil fuels, their problem statement might read something like: *Fossil fuels contribute to increases in greenhouse gases and decreasing driving cars is one way to minimize the amount of fossil fuels in our atmosphere.* During this task, it might be helpful to model for students how to create a problem statement using a topic or issue from a previous unit (as mentioned in the previous task). After students create their problem statements, model for students how to create questions, based on their research from the previous activity and their problem statements. The questions that students generate should help them prepare to brainstorm solutions in the next phase of the designing thinking process. The kinds of questions students should ask themselves begin with the question starter, how might we….? For example, using the problem statement above, an example "how might we" question would be: *How might we help humans decrease their car driving if they do not have access to*	Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions ● I can research and describe a problem, including any constraints that I must keep in mind. Citizenship/Civic Responsibility 9.2 Examine Enduring Problems ● I can identify a specific problem or issue in my community that I could help address. I can come up with questions to explore the issue, and prioritize the most important questions to investigate.	Student problem statements and "How Might We" questions

	public transportation? Students then work on creating as many "How Might We" questions as possible to prepare for the next design thinking phase.		
#5	**INVESTIGATE - *IDEATE*: How do I generate as many solutions as possible?** The goal of this checkpoint is to have students move into the Ideate phase of the design process in which they will generate as many possible solutions to their problem statement as possible. This phase of the designing thinking process encourages all designers to think about as many solutions as possible even if they do not seem feasible or realistic. (Students focus on narrowing down their solutions by considering feasibility in the next task.) Consider teaching students (if they do not know) about the term, "thinking outside the box" in order to support their idea generation. Again, if necessary, model for students how to generate ideas for solutions based on the model topic/issue from the previous unit. This way students can see "thinking outside the box" and apply it to their own idea generation.	Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions ● I can brainstorm multiple solutions to the problem, including solutions that take an original approach, and select one or two to move forward. ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Students' list of solutions to minimize the human impact issue they selected
#6	**INVESTIGATE - *IDEATE*: How do I select a solution based on peer feedback?** The goal of this checkpoint is to create an opportunity for students to receive peer feedback in order to narrow down their solutions. Consider facilitating a discussion with students prior to the peer feedback session in order to create criteria for the students to use to guide their feedback. The criteria should support students in giving each other feedback on narrowing down their solutions. Some questions to guide this criteria development may include: ● Which solutions are more feasible or more realistic? Why? ● Which solutions directly align to the problem statement? ● Which solutions allow for community members to get involved?	Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions ● *With guidance,* I can define success criteria. ● I can brainstorm multiple solutions to the problem, including solutions that take an original approach, and select one or two to move forward. Citizenship/Civic Responsibility 9.4 Take Action to Improve My Community ● I can come up with a plan that engages other	Peer feedback checklist Individual students' written explanation of their selected solution with reasons Observation of student participation, including oral language skills

	● Which solutions may need more thinking through? ● Which solutions have more impact than others? In what ways? After developing criteria with the students, have them engage in the peer feedback sessions. Students should receive feedback from at least 2-3 peers in order to narrow down their solutions to the one solution they want to use to prototype for in the next task. Students should provide a written explanation of why they chose their solution to move forward in the design thinking process.	stakeholders in solving a problem or improving a situation. ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
#7	**INVESTIGATE - *PROTOTYPE*: How do I create a sample prototype or picture/visual to test and communicate my solution?** The goal of this checkpoint is to move into the next design process step of prototyping. Many of the students' solutions may not be feasible to engineer within the classroom or at home. If this is the case, creating pictures or visuals of the prototyped solution can suffice. Again, this might be a case where students can "think outside the box" with their prototyped solutions by using technology to aid in the design of their picture/visual of their prototype. For example, if a student's solution is to create a community bike program to decrease the reliance on car driving, then curating photos from other established community bike programs in a Google slideshow format might be a prototype example. However, if students do have the resources to create an authentic prototype of their solution, then they should create real prototypes.	Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions ● I can brainstorm multiple solutions to the problem, including solutions that take an original approach, and select one or two to move forward. ● I can build a prototype/model that meets my success criteria, including any constraints Citizenship/Civic Responsibility 9.4 Take Action to Improve My Community ● I can come up with a plan that engages other stakeholders in solving a problem or improving a situation. ESS3-MS-3. Apply scientific principles to design a method	Student prototype of the solution

		for monitoring and minimizing a human impact on the environment.	
#8	**INVESTIGATE - *TEST:* How can I use feedback to improve my prototype?** The goal of this checkpoint is to engage students in another peer feedback session in order to make final revisions to their prototype. Similar to the peer feedback session in checkpoint #6, it will be important to create criteria with the students to guide their peer feedback. For this checkpoint, students need to finalize their prototypes because the prototype will play an important role in the stop motion video as the picture/visual of the solution as well as provide support for the call to action. Some questions to guide this creation of criteria may include: ● How well does your prototype show your solution? ● Does the prototype support a call to action you want to make to the community? ● What would make your prototype stronger overall? After developing criteria with the students, have them engage in the peer feedback sessions. Students should receive feedback from at least 2-3 peers and should complete all revisions to their prototype during this task.	Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions ● *With guidance,* I can define success criteria. ● I can build a prototype/model that meets my success criteria, including any constraints. Citizenship/Civic Responsibility 9.4 Take Action to Improve My Community ● I can come up with a plan that engages other stakeholders in solving a problem or improving a situation. ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Individual student revisions to the prototype Peer feedback checklist Observation of student participation, including oral language skills
#9	**INVESTIGATE: How do we create a stop motion video to share our solutions as a call to action?** The goal of this checkpoint is to introduce the concept of stop motion videos to students so they can move into the next phase of the performance assessment work.	*As students are building background on stop motion videos no assessment will be necessary here.*	

	Students build background and investigate a variety of stop motion videos in order to understand how they can design one themselves.

Consider creating a learning experience in which students view several different kinds of stop motion videos, listing characteristics or attributes of stop motion videos after they watch. One suggestion is to select stop motion videos that other middle grade children have created so that students have a realistic understanding of what is expected of them. Remind students that their stop motion video will need to include a call to action, an argument that makes an actionable suggestion to community members to help support or act on the solution that the students have created through the design thinking process. | | |
| #10 | **CREATE: How do I create a central message with supporting details and evidence that achieve my purpose?**

The goal of this checkpoint is for students to start drafting their stop motion storyboard by figuring out the central message they want to communicate to their audience based on their proposed solution. Additionally, they will be gathering details and evidence from their earlier research and from the overall unit to support the central message. It will be important to remind students that they have developed solutions to minimize one human impact and the stop motion video is meant to inform the community members about the human impact as well as argue for them to participate in the solution to minimize the impact.

This checkpoint focuses on having students begin to draft their stop motion video storyboard. Consider modeling for students, if necessary, how to create a central message based on the solution. Be sure to use the model topic/issue that has been used to model in previous tasks. Additionally, model for students how to look back through their research and the texts studied in the unit to find key information that relates to the central message that will help them in drafting the storyboard which should include their narration as well as the images they plan to have for each photograph or frame. | Oral/Written Communications 3.1 Develop Ideas for a Specific Purpose
● I can choose a focused central message for my product/performance, drawing on sources when applicable.
● I can implement one or more ideas for tailoring my product to my purpose and audience.
● I can choose important details and/or evidence to help develop my central idea and achieve my purpose.
● I can organize my ideas in a logical way that is easy for my audience to follow.

Citizenship/Civic Responsibility 9.4 Take Action to Improve My Community
● I can come up with a plan that engages other stakeholders in solving a | Storyboard draft of stop motion video with narration and images following a central message |

Key details will include but not be limited to statistics, data, and anecdotes.

problem or improving a situation.
- I can take positive, constructive action while demonstrating my civic knowledge.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence
    a. Introduce claim(s) and organize the reasons and evidence clearly.
    b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
    d. Use precise language and domain-specific vocabulary to support the argument.
f. Provide a concluding statement or section that follows from the argument presented.

| #11 | **CREATE: How can I improve my stop motion video storyboard with feedback from my peers?**

The goal of this checkpoint is to have students engage in another peer feedback cycle so they can receive feedback on their stop motion storyboards before they film them. Similar to previous peer feedback sessions, it will be important to co-create with the students feedback criteria for the storyboard. The storyboard needs to not only inform the audience of the human impact but also share a call to action with evidence. The call to action should include the solution and how community members can participate in that solution. Here are some possible questions to guide the creation of the feedback criteria:
    ● Does the storyboard include important | Critical Thinking/Creative Problem Solving
2.3 Design and Test Solutions
● *With guidance,* I can define success criteria.

Oral/Written Communications
3.1 Develop Ideas for a Specific Purpose
● I can choose a focused central message for my product/performance, drawing on sources when applicable.
● I can implement one or more ideas for tailoring my | Revisions to the stop motion video storyboard

Peer feedback checklist

Observation of student participation, including oral language skills |

information about the human impact with evidence and details learned in the unit?
- Does the storyboard include images that support the narration?
- Does the storyboard include the prototype to support the call to action?
- Does the storyboard include a clear and specific call to action with evidence?

After developing criteria with the students, have them engage in the peer feedback sessions. Students should receive feedback from at least 2-3 peers and should complete all revisions to their stop motion video storyboard as a result of the peer feedback session.

product to my purpose and audience.
- I can choose important details and/or evidence to help develop my central idea and achieve my purpose.
- I can organize my ideas in a logical way that is easy for my audience to follow.

Citizenship/Civic Responsibility
9.4 Take Action to Improve My Community
- I can come up with a plan that engages other stakeholders in solving a problem or improving a situation.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence
  a. Introduce claim(s) and organize the reasons and evidence clearly.
  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  d. Use precise language and domain-specific vocabulary to support the argument.
  f. Provide a concluding statement or section that follows from the argument presented.

SL.6.1 Engage effectively in a range of collaborative

		discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
#12	**CREATE: How do I create and publish my stop motion video?** The goal of this checkpoint is to have students create and publish their stop motion videos. Students need access to technology that can support the creation of their videos (photography access) while also providing flexibility for students of where they make their videos. Students need to gather all the materials they need for their stop motion frames. Most apps and/or websites have the designer film or photograph the frames first and then add their narration. Consider having students publish their stop motion videos to a classroom website so they can all have access to each other's work for the next checkpoint.	Oral/Written Communications 3.1 Develop Ideas for a Specific Purpose ● I can choose a focused central message for my product/performance, drawing on sources when applicable. ● I can implement one or more ideas for tailoring my product to my purpose and audience. ● I can choose important details and/or evidence to help develop my central idea and achieve my purpose. ● I can organize my ideas in a logical way that is easy for my audience to follow. Citizenship/Civic Responsibility 9.4 Take Action to Improve My Community ● I can come up with a plan that engages other stakeholders in solving a problem or improving a situation. ● I can take positive, constructive action while demonstrating my civic knowledge. SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and	Stop motion video

		visual displays in presentations to clarify information. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	
13#	**SHARE: How do I share my stop motion video with my community?** The goal of this checkpoint is to have students share their stop motion videos with each other, the school community, and the community in which the students live. Some ideas for how this share might look are the following: ● Invite in the school community to visit the class and view the videos on different computers set up around the classroom. Have the students stand next to their videos and answer questions/talk with the visitors about their assessments. ● Publish and/or share the stop motion videos with local digital community newspapers, city council, local businesses, etc. ● Share the videos via the school website if this is an option. Invite parents to view the videos and provide students with positive comments.	*The purpose of this share is to provide the students with an opportunity to share their stop motion videos with a larger community. No assessment will be necessary here.*	
#14	**REFLECT: Where was I successful on my performance assessment? Where can I make improvements in future assessments?** The goal of this checkpoint is to have students reflect on the design thinking process and their stop motion video products in order to think about their developing skills. Consider providing students with reflection questions to guide the reflection process. Here are some possible examples: ● Think back to the design thinking process we	Citizenship/Civic Responsibility 9.4 Take Action to Improve My Community ● I can reflect on what I learned through implementation as well as what I could have done differently, how my actions impacted the situation, and what next steps I or others	Student reflection responses Academic conference

went through for this assessment. What parts of it were easy for you? What parts were difficult? Explain using examples from your thinking process. ● How could you use the design thinking process in another content area or another class? How could you use it in future performance assessments? Explain by providing at least one example for each question. ● Where were you successful on your stop motion video? What are you most proud of and why? Be sure to use some evidence from your actual video to support your responses. If you could revise your stop motion video, what would you change and why? Be sure to use some evidence from your actual video to support your responses.	could take. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	

RUBRIC (SKILLS + CONTENT)

	LEVEL 2 (NOT YET)	LEVEL 3	LEVEL 4 (EXCEEDING)
Critical Thinking/Creative Problem Solving 2.3 Design and Test Solutions	I can identify a problem about one negative human impact on the environment that I can try to solve. I can brainstorm several solutions to the problem and select one to try for monitoring and minimizing a human impact on the environment. *With guidance,* I can build a prototype/model for my solution.	I can research by integrating information presented in different media or formats to describe a problem about one specific negative human impact on the environment, including any constraints that I must keep in mind. *With guidance,* I can define success criteria for my solution design and my stop motion video through peer feedback sessions. I can brainstorm multiple solutions to the problem, including solutions that take an original approach, and select one or two to move forward for monitoring and minimizing a human impact on the environment. I can build a prototype/model for my solution that meets my success criteria, including any constraints.	I can articulate a research-based problem statement about one specific negative human impact on the environment that defines the problem by integrating information presented in different media or formats and includes key constraints and parameters, and I can use it to define success criteria. I can use divergent thinking processes to generate a range of solutions, including solutions that take an original approach, to the problem and select one or two to move forward for monitoring and minimizing a human impact on the environment. I can build a prototype/model for my solution that meets my success criteria and follows the design constraints and parameters. Through testing and modification, I can eliminate significant flaws and major limitations for my solution, and develop a feasible prototype that meets my criteria and design parameters.
Oral/Written Communications 3.1 Develop Ideas	I can choose a central message that presents a solution to minimize one	I can choose a focused central message that presents a solution to minimize one	Drawing on diverse sources, I can develop a focused central message that presents a

for a Specific Purpose	human impact on the environment (e.g., thesis, claim, plot) for my product/performance as evidenced in my stop motion video. I can determine my audience and/or purpose, creating a call to action that engages community members through my stop motion video. With guidance, I can decide on one or two things that I know my audience will be interested in as demonstrated in my stop motion video. I can choose details and information that will help me achieve my intended purpose (e.g., inform, persuade, entertain) of creating a strong call to action within my stop motion video. I can organize my ideas in a way that is easy for my audience to follow using precise language and domain-specific vocabulary to support my claim with clear reasons and relevant evidence as demonstrated in my stop motion video.	human impact on the environment for my product/performance as evidenced in my stop motion video, drawing on sources when applicable. I can implement one or more ideas for tailoring my product to my purpose and audience, creating a call to action that engages community members through my stop motion video. I can choose important details and/or evidence to help develop my central idea and achieve my purpose of creating a strong call to action within my stop motion video. I can organize my ideas in a logical way that is easy for my audience to follow using precise language and domain-specific vocabulary to support my claim with clear reasons and relevant evidence as demonstrated in my stop motion video.	solution to minimize one human impact on the environment that connects to an important theme, idea, or issue as evidenced in my stop motion video. I can implement specific ideas for tailoring my product and/or approach to my purpose and audience, creating a call to action that engages community members through my stop motion video. I can choose the most relevant and important details, descriptions, and/or evidence to develop my central message, creating a strong call to action within my stop motion video. I can organize my ideas and supporting content around a logical arc, and provide the audience with a memorable conclusion/resolution using precise language and domain-specific vocabulary to support my claim with clear reasons and relevant evidence as demonstrated in my stop motion video.
Citizenship/Civic Responsibility 9.2 Examine Enduring Problems	Working with others, through a range of collaborative discussions, I can identify a problem or issue, relating to human impact on the environment, that affects many people in my	I can identify a specific problem or issue, relating to human impact on the environment in my community, by engaging effectively in a range of collaborative discussions.	I can identify a specific problem or issue, relating to human impact on the environment, in my community that I could help address, as evidenced in effective engagement in a

	community, and that I could help address. I can come up with questions to explore the issue by conducting a short research project and refocusing the inquiry when appropriate.	I can come up with questions to explore the issue by conducting a short research project, and prioritize the most important questions to investigate by refocusing the inquiry when appropriate.	range of collaborative discussions. I can generate and prioritize a range of questions to explore the issue, including its contemporary or historical context by conducting a short research project and refocusing the inquiry when appropriate.
Citizenship/Civic Responsibility 9.4 Improve my community	Using what I learned from my investigation, the design thinking process, I can come up with a plan for solving a problem or improving a situation by creating an actionable solution to minimize one negative human impact on the environment. I can take positive and constructive action by implementing my plan to create a solution for minimizing at least one human impact on the environment. I can reflect on what I learned through implementation, how my actions impacted the situation, and what next steps I could take by drawing evidence from my performance assessment to support my reflection.	I can come up with a plan, using the design thinking process, that engages other stakeholders in solving a problem or improving a situation by creating a call to action for community members to minimize at least one human impact on the environment. I can take positive, constructive action while demonstrating my civic knowledge to create an actionable solution for minimizing at least one human impact on the environment. I can reflect on what I learned through implementation as well as what I could have done differently, how my actions impacted the situation, and what next steps I or others could take by drawing evidence from my performance assessment to support my reflection.	I can come up with a plan, using the design thinking process, that engages multiple stakeholder groups, including government officials, in solving a problem or improving a situation by creating a call to action for community members to minimize at least one human impact on the environment. I can take positive, constructive action while demonstrating my civic knowledge to create an actionable solution for minimizing at least one human impact on the environment. I can reflect on key learnings through implementation, and evaluate the impact of my actions on the issue, the effectiveness of my strategy, and what next steps I or others could take by drawing evidence from my performance assessment to support my reflection.