

Quality Performance Assessment

Overview

Title of Performance Assessment	Final Exam Deliberation
Type of Performance Assessment	Document analysis and deliberation
Author	Civics Team
School name and Location (City/State)	Concord High School (Concord, NH)
1. Content Area	Civics
2. Course Title	Civics
3. Grade Level	11-12
4. Topic	Final Exam
5. What unit of study is this performance assessment embedded within?	Final Exam
6. What course-specific concepts and big ideas are relevant to this performance assessment?	<ul style="list-style-type: none"> ● Students will evaluate rules, processes, laws and policies in order to define and address a variety of public issues. ● Students will be able to analyze law, politics, and government to critique and evaluate the civic institutions of their society. ● Students will apply civic virtues and democratic principles through active civic engagement.
7. What course-specific skills does this performance assessment connect to?	Federalism Immigration policies Separation of powers Branches of government
8. Overview of Performance Assessment. In no more than a paragraph, describe your quality performance assessment. Include its core content, scoring system, key	The essential question for this final exam deliberation is should congress stop funding sanctuary cities? Students will be given some information on immigration laws and will be asked to analyze a procon article on the matter. Students will learn about both sides of the issue and determine the important arguments for both sides. They will have time to evaluate these arguments and make an

instructional activities (mini-tasks), and student product.	informed decision using resources on the issue.
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Planning Form

<p>1. What are the performance outcomes being assessed?</p> <p><i>What students should know, understand, or demonstrate that you want to measure.</i></p>	<p>Course Competency / Performance Indicator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will evaluate rules, processes, laws and policies in order to define and address a variety of public issues. <input type="checkbox"/> Students will be able to analyze law, politics, and government to critique and evaluate the civic institutions of their society. <input type="checkbox"/> Students will apply civic virtues and democratic principles through active civic engagement.
<p>2. What standards are aligned with these performance outcomes?</p> <p><i>C3 Framework, graduation and course competencies, Common Core, etc...</i></p>	<p>D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.</p> <p>D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p> <p>D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p>
<p>3. How will you set the context for the task and engage students in authentic and relevant ways?</p> <p><i>The real-world or disciplinary context, audience and purpose. Consideration of students' lived experience, interests, and/or prior knowledge.</i></p>	<p>We will be engaging students in a deliberation that allows them to analyze and evaluate the current political system and policies in place. There is not right or wrong answer to this question and so students will be able to formulate their own opinion through fact based analysis of the current immigration system.</p>
<p>4. What materials/resources will students encounter and use in this performance assessment?</p> <p><i>Texts, media, data, sources of information.</i></p>	<p>See attached list.</p>
<p>5. What specific question(s) and directions will be in your prompt? (What will your</p>	<p>PROMPT: <i>Should Congress stop funding sanctuary cities?</i></p>

<p>prompt say?)</p> <p><i>Student directions, questions, or prompt. A clear product should be indicated.</i></p>	
<p>6. What will students produce that will give you evidence of their performance?</p> <p><i>The specific sources of evidence (student products) that you will use to evaluate student performance.</i></p>	<p>Deliberation activities</p>
<p>7. What is your scoring system?</p> <p><i>The criteria for quality (e.g., checklist, rubric) used to capture student achievement of the performance outcomes.</i></p>	<p>Rubric</p>
<p>8. What scaffolding strategies or mini-tasks will help students access and complete the performance assessment?</p> <p><i>Mini-assignments that are used to help students do the thinking work and production that leads up to completing the task and helping students acquire key skills (e.g., graphic organizers, modeling, free-writes, annotated bibliographies, drafts, self- or peer-edits).</i></p>	<p>The first activities students will complete are to review federalism and to look at who has jurisdiction over immigration laws. We will also complete a pro/con reading as a class that describes sanctuary cities and the deliberation question. Each student will use a graphic organizer to fill in evidence on the issue and students will work in pairs and then groups of four to complete the activities for the final.</p>
<p>9. How will you meet the needs of your diverse students?</p> <p><i>Accommodations, language supports, reading supports.</i></p>	<p>Students will have access to reading materials at their reading level. I will also provide students with different graphic organizers with differing levels of support and group students based on the needs of each student.</p>

Student Materials

- Identify all texts and data to be used in performance assessment. Include bibliographic information and when possible, attach copies and/or links.
- Identify all materials used in mini-tasks. Include bibliographic information and attach copies and/or links when possible.

[Final Exam Resources](#)