

Focus on Authentic Performance Tasks: *Hartford Law and Government Academy*

CAPSTONE PROJECT	
Task Summary	As part of their Senior year requirement, every student will investigate an injustice that they see in their community (local, state, national, global), seek out the historical roots through research, propose a viable solution with accompanying costs, and design a public relations campaign that powerfully communicates the need and the vision to citizens and government.
Academy Skills <i>Students demonstrate these skills in the Capstone as well as in the following tasks down below...</i>	<ul style="list-style-type: none"> • Ability to pose and respond to pointed questions • Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary • Calculate budget: estimate costs, propose ways to finance, and execute/revisit plan • Collaborate with others to complete an assigned task • Analyze range of sources/points of view to identify bias, logic in order to develop informed opinion • Use evidence (information, data, statistics, salient quotations) to support thinking • Develop an idea/position and advocate for it through the development of texts (written, visual, oral, multi-media) • Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others' attention • Think "outside of the box" – agile, innovative approaches to a given problem • Make connections to current events at the local, national and global levels • Deliver a professional/publishable presentation • Research a topic to gain background knowledge – ability to select pertinent information • Collect data, analyze to determine patterns/trends, display appropriately so that decisions can be made • Use key technology tools (software, hardware) to communicate with others

The Cost of Living	
Task Summary	Students will work in small groups to quantify specific programs, policies or life-changing events. The goal is to determine the true costs and reasonable estimates in order to make informed decisions about current and future behavior. Collaboration on this task is critical because of the range in students' prior mathematical knowledge and life experience. In addition, there are multiple solution paths to these open-ended questions that can be developed to calculate/estimate the costs to make sense of the situation.
Academy Skills	<ul style="list-style-type: none"> • Collaborate with others to complete an assigned tasks • Collect data, analyze to determine patterns/trends, display appropriately so that decisions can be made • Calculate budget: estimate costs, propose ways to finance, and execute/revisit plan • Use evidence to support thinking • Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others' attention
Link to	Strategy for change requires fiscal transparency in order to be politically viable and perceived as

Capstone Project	trustworthy by the citizenry. Students are expected to calculate/estimate the costs of the position and effectively communicate both the costs of injustice as well as the costs of reform.
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Interview (student as interviewee)	
Task Summary	Students know how to market themselves or their ideas in order to achieve a given goal (admission into a program, employment, scholarship, funding, public support). The student first is expected to research the interviewer and their organization so that the supporting documents (resume, portfolio, multi-media clips) and verbal responses are appropriate and professional. During the interview process, the student strategically shares information and anecdotes to illustrate strengths and potential contributions that will benefit both the student (or the organization the student represents) and the organization. In addition, students are expected to embody professionalism through their physical appearance, body language, choice of words, and sincerity.
Academy Skills	<ul style="list-style-type: none"> • Research a topic to gain background knowledge – ability to select pertinent information • Deliver a professional/publishable presentation • Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary • Ability to pose and respond to pointed questions • Use evidence to support thinking
Link to Capstone Project	Advocacy of a position requires students to be able to market their position to others in order to convince them that the strengths and potential contributions that the reform would bring is worth their support (financial, political).

Interview (student as interviewer)	
Task Summary	Students conduct an interview in order to elicit information from the subject to achieve a desired result (i.e. deepen knowledge, determine guilt, make decisions). This task requires extensive preparation in order to develop appropriate questions and questioning techniques that will serve as the foundation of the interview. In addition, students are expected to demonstrate effective listening/observational skills and agility through the spontaneous creation of questions based on the responses they are receiving during the experience. After the interview, the student analyzes the information provided to effect the desired result.
Academy Skills	<ul style="list-style-type: none"> • Research a topic to gain background knowledge – ability to select pertinent information • Analyze range of sources/points of view (interview subject) to identify bias, logic in order to develop informed opinion • Ability to pose and respond to pointed questions • Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary
Link to Capstone Project	Conducting interviews can be an important component both in the description of injustice (gathering of information) and the development of a strategy (seeking feedback and guidance from advocacy groups and other related organizations). Students are expected to be able to

	elicit information and ideas from community members in order to inform their decisions.
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Community Beautification	
Task Summary	Students collaborate to develop and execute an idea that will contribute to the aesthetic beauty and health of a place/community. This development process includes: survey of the area/neighborhood to determine current condition, interview people who live in/use the space to find out their concerns and ideas, propose and get approval for the project, develop a plan of action, and complete the task. Technology is expected to be used in order to collect data, effectively document the process, solicit volunteers/contributions, and/or advocate for its significance.
Academy Skills	<ul style="list-style-type: none"> • Collaborate with others to complete an assigned task • Collect data, analyze to determine patterns/trends, display appropriately so that decisions can be made • Analyze range of sources/points of view to identify bias, logic in order to develop informed opinion • Think “outside of the box” – agile, innovative approaches to a given problem • Develop an idea/position and advocate for it through the development of texts • Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others’ attention • Calculate budget: estimate costs, propose ways to finance, and execute/revisit plan • Use key technology tools (software, hardware) to communicate with others
Link to Capstone Project	Because this task is a form of community renewal, it requires the identification of an area of real concern and a solution that has perceived and actual value to those who live in/use the space. The strategy for change and the advocacy of the position are important from conception of the project through approval through completion so that the work is significant to the intended audience.

Advocacy for a Position	
Task Summary	Students will take a stand on a given issue/problem/proposal based upon critical review of materials as well as prior knowledge and personal experience. In advocating for their position, students will use evidence to support their thinking as well as address flaws in other points of view. The presentation of their point of view must be persuasive but also respectful in both the articulation of information and the response to questions.
Academy Skills	<ul style="list-style-type: none"> • Analyze range of sources/points of view to identify bias/logic in order to develop informed opinion • Develop an idea/position and advocate for it through the development of texts • Use evidence to support thinking • Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others’ attention

	<ul style="list-style-type: none"> • Ability to pose and respond to pointed questions • Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary
Link to Capstone Project	Students are preparing for advocacy of position as they work to persuade others of the power/significance of their proposal as well as respectfully responding to critical questions. They demonstrate through their statements, responses and questions that their opinions are grounded in responsible analysis of information.