

Austin ISD Voice and Choice Assessment (Grades 6-12)

This activity is part of the GATE Screening Process and provides an opportunity to complete a four-step problem-solving process of 1) think, 2) research, 3) design, and 4) share to demonstrate understanding of a global goal, research and design solutions, and share strategies for change.

- Adults should limit interaction with the student as much as possible so the student is able to demonstrate their voice and choice.
- The ideas, work, and insights should be those of the student.

Directions: Read and complete all the steps.

THINK

- Visit UNICEF's Global Goals at <https://www.globalgoals.org/>.
- Review the different goals.
- What concerns do you have about our world today that connect to the global goals?
- Which global goal interests you the most to explore more?

RESEARCH

- Research the reasons for the global goal you selected. Find 3-5 convincing reasons that people should care about the global goal. Be sure to include your sources.
- Research possible solutions for the global goal you selected. What strategies can the average person take to help solve the global goal?
- How do you imagine impacting others in your community thinking about the global goal, using your research and advocacy for positive change? What would that look like? How could that happen?

DESIGN

- Who is your target audience?
- What is the best way to grab your audience's attention?
- How do you want to represent your research and solutions for the global goal?
- Design a product that conveys the importance of the global goal you researched and the strategies for change. Some products to consider include infographic, multimedia, collage, poetry, music, artwork, photography, schematic, video.
- Create a project **title** and write a **brief description** of your work.

SHARE

- Share your product with peers to receive feedback on anything that is unclear or could be strengthened.
- Submit your product to the GT Advocate by the assigned due date. Your product will be shared with the GT Decision-Making Committee who will evaluate it based on the criteria below.

VOICE AND CHOICE RUBRIC						
The student . . .	Score					
Creates quality work with attention to detail and completeness including the title and description.	0	2	4	6	8	10
Adjusts message for audience and purpose through use of media, format, or style.	0	2	4	6	8	10
Shows an analysis, synthesis, or evaluation of information rather than just repetition.	0	2	4	6	8	10
Designs with clear expression of personal or social value that has meaning for the local or global community.	0	2	4	6	8	10
Acquires and applies knowledge that supports depth and complexity of thought and reflects an advanced level of thinking and understanding.	0	2	4	6	8	10
Exhibits creative or critical thinking that enhances the focus of the product.	0	2	4	6	8	10
Evokes a thought-provoking or emotional response to the audience.	0	2	4	6	8	10
Thinks from different perspectives (Example: thinks like a scientist, thinks like a historian, thinks like a humanitarian, thinks like an artist, thinks like a designer, etc.).	0	2	4	6	8	10
TOTAL	_____/80					