

Equity Assessment Evaluation

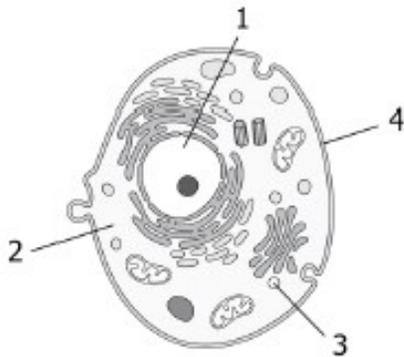
Below is an example of an assessment that is typically used with our fifth-grade students after they have completed a unit on parts of animal and plant cells. This assessment poses many negatives for students of diverse backgrounds. Firstly, the heavy vocabulary needed to be successful on this assessment would be problematic for an English Language learner (ELL), especially if linguistic supports were not effectively implemented during the teaching of individual lessons. Additionally, the bland, repetitive nature of the assessment's format also does not support ELLs success in completing the assessment because the images do not match up with images used during the unit's progression. Due to these reasons, certain adjustments are needed to make this assessment of proficiency more accessible for diverse learners.

To make this assessment more culturally appropriate for diverse learners, I would offer students the opportunity to do a performance assessment to demonstrate their understanding of cell parts. The performance assessment would involve students in creating a cell model using natural/food materials that represent the important parts of either a plant or animal cell. Students would first meet in small groups to discuss possible materials, which also represent the features of each cell part, for planning how they will build their cell model. Each student will be responsible for bringing in a material for the model. On a different day, groups will meet together to collaboratively assemble their cell model and they will have the option of orally explaining their model to a teacher or use an iPad app to display and explain their model, the materials used and how they represent either a plant or animal cell with the materials used. I feel that this provides students a culturally relevant experience to show their proficiency because they have choice in how they demonstrate their knowledge, collaboration with peers encourages

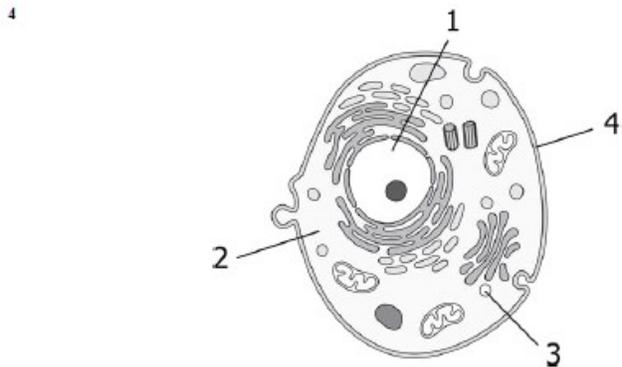
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SCED 546 Culturally Relevant Pedagogy
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linguistic development and the materials they choose provides an opportunity for cultural influences (regional foods, cultural schema) to be included in their learning experience.

1 Directions: Type your answer in the box.

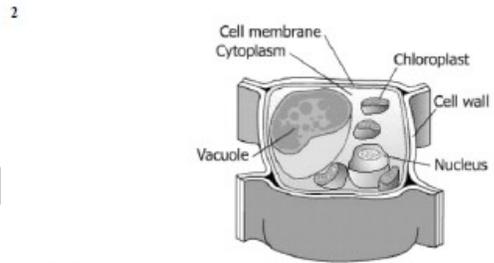


Which number represents the cell organelle that is in charge of the rest of the cell?



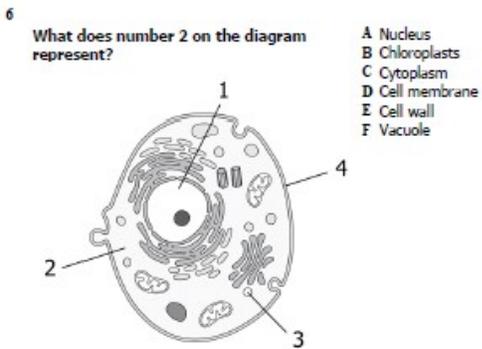
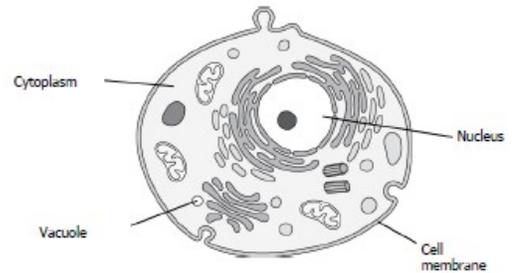
Which part of the diagram stores food, water, and waste?
 A 3
 B 4
 C 1
 D 2

5 Which structure does a plant cell have that an animal cell does not have?
 A Vacuole
 B Cytoplasm
 C Cell membrane
 D Cell wall



Which cell part is necessary for producing food?
 A Cell membrane
 B Vacuole
 C Chloroplast
 D Cytoplasm

3 Directions: Click and drag the organelle to the correct box.
 Complete the diagram by labeling the cell.



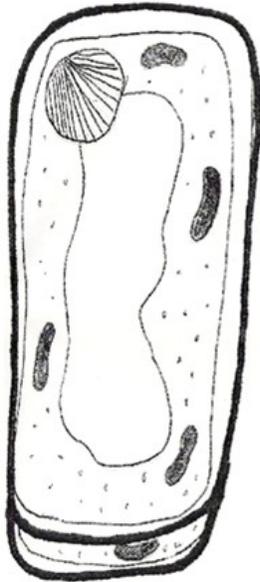
6 What does number 2 on the diagram represent?
 A Nucleus
 B Chloroplasts
 C Cytoplasm
 D Cell membrane
 E Cell wall
 F Vacuole

7 Which of these is the main function of a cell wall?
 A To provide support
 B To make the plant green
 C To store water
 D To make food

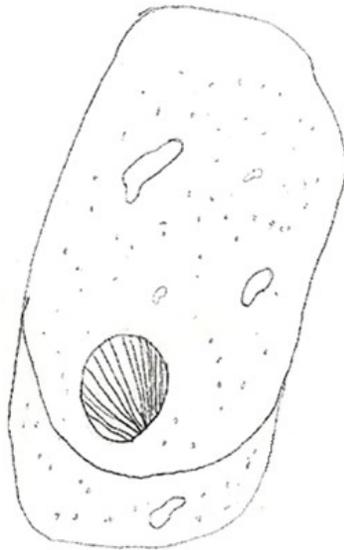
8 What protective layer is found just inside the cell wall in a plant cell?
 A Cell membrane
 B Cytoplasm
 C Chloroplasts
 D Vacuole

Pick an animal or plant cell.

Cell Comparison



Cell 1



Cell 2

On the red line, write what you would use to represent that cell part. You can explain to a teacher or on Explain Everything (iPad app) your reasons for using each material.

Key		
Nucleus		_____
Cytoplasm		_____
Cell Wall		_____
Cell Membrane		_____
Vacuole		_____
Chloroplast		_____