

Equity Assessment Evaluation

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Endeavor STEM Teaching Certificate Project

### Assessment I Have Used in the Past

One of the Social Studies units that I teach my third graders is entitled “Citizenship.” Students learn important topics about the rights and responsibilities of citizens. Vocabulary terms such as volunteer, voter, common good, and justice are discussed. Students also read about many good citizens such as Jimmy Carter, Dolores Huerta, and Rosa Parks. In the past, I have always used the following end of the chapter assessment that mainly consists of multiple-choice questions, three matching questions, and two short answer responses. See below for assessment.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Citizenship

**MULTIPLE CHOICE** – Select the letter of the best answer. (1 point each)

1. The first 10 amendments to the Constitution of the United States are known as...
  - A. The Preamble
  - B. The Gettysburg Address
  - C. The Bill of Rights
  
2. Some of the rights protected in The Constitution include freedom of...
  - A. speech, religion, food, water
  - B. speech, religion, press, assembly
  - C. speech, religion, school, voting
  
3. Freedom of Speech allows citizens to...
  - A. say only good things about the government.
  - B. tell lies about people.
  - C. speak in public about their ideas and beliefs.

Use the box information to answer questions 4 and 5.

Americans have the responsibility to obey the law.

4. What does the word responsibility mean in this sentence?
  - A. compromise
  - B. duty
  - C. Consequence

A good citizen shows a belief in justice.

5. What does the word justice mean in this sentence?
  - A. duty
  - B. heroes
  - C. fairness

**MATCHING** – Match each description with the term from the list. (1 point each)

- 6. \_\_\_\_\_ a person who chooses a leader in an election
- 7. \_\_\_\_\_ a person who pays his or her taxes
- 8. \_\_\_\_\_ a person who helps a community and does it without pay

- A. volunteer
- B. responsible citizen
- C. voter

**SHORT ANSWER** - Answer the question with good details. (2 points each)

9. How can a student be a good citizen at school?

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10. Why is voting both a right and a responsibility?

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**Reflective Summary of the Assessment and Changes I Would Make**

I would make this assessment more equitable for all students. After reviewing the assessment and thinking about the readings and discussions from this class, I would make several changes. It seems to me that there are alternative forms of assessments that could be used to assess students' understanding of the topic of citizenship.

I decided it would be wonderful for each student to focus on a person in his or her community who he or she considers to be a good citizen. This would be a perfect way for the students to reflect on the people in their community as well as an opportunity to share information about people from their neighborhood or family. The students would do a "Good Citizen Interview" and project instead of a multiple-choice test. "Course-level assessments such as culturally responsive rubrics, portfolios, and capstone projects can lead to more valid, appropriate, holistic, and formative assessment where results are more indicative of what all students can do or lead to more targeted improvements in teaching and learning" (Montenegro & Jankowski, 2017).

I also thought that a "Good Citizen" project would be a much more powerful and memorable experience for the students. "There is a need for assessments that allow students to demonstrate their learning in various ways while also being transparent about the learning that is taking place, help students reflect on their learning experiences, and allow students to actively participate in the learning and assessment process" (Montenegro & Jankowski, 2017). I decided that I would have the students think about someone that they consider to be a good citizen based on what we have talked about in class, for example, they volunteer in the community or help others. I also thought it would be great for the students to not only interview someone, but then

## EQUITY ASSESSMENT EVALUATION

to share his or her story with their classmates. Incorporating technology and presentation skills through this assignment will be beneficial for students.

I would explain the assignment and then have the students talk to their parents about this assignment. I would teach students how to devise appropriate interview questions and provide assistance when students write the questions. I would then talk about ways to do the interview (face to face, over the phone, through skype, etc.). Then students will spend time at home completing the interview. My goal is to provide as much support and guidance to all the students so that they can be successful with this assignment. “Being attentive to how students may understand questions, tasks, and assignments differently, as well as feedback regarding their learning, is not only beneficial to students but to internal improvement efforts as well” (Montenegro & Jankowski, 2017).

When students have had time to interview their good citizen and have returned the pages, they will create a Power Point to share their information with others. This will be completed in class. I will help as needed with the technology and created a “Good Citizen Interview Power Point” direction page. I hope that students truly learn about good citizens in the community who can serve as role models. I hope this alternative assessment will be a powerful and engaging learning experience for the students. Using alternative assessment techniques can help English learners by giving them space to demonstrate their learning, not their exam-taking abilities (Grove, 2016). I also hope this interview and project will be an opportunity for all students to demonstrate their understanding in a way that is not simply a multiple-choice test.

**Revised Assessment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Good Citizen Interview**

Talk to your family and think about one person you know that is a good citizen. Try to think of someone who works for the **common good** by **volunteering** or helping the community in some way.

At home, you will do the following:

1. Interview the person (by phone, FaceTime, Skype, or in person)
2. Take notes during the interview (below and back)
3. Print out a picture of the person (optional)

At school, you will do the following:

1. Create 3 great interview questions (below and back)
2. Use your notes to draft 5 interesting slides about the person.
3. Use Power Point to create a 5-slide presentation about that person.

Person's Name: \_\_\_\_\_

Relationship to you (family member, friend, neighbor)

\_\_\_\_\_

Why the person is a good citizen:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question #1: \_\_\_\_\_

\_\_\_\_\_

Reply #1: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Question #2: \_\_\_\_\_

Reply #2: \_\_\_\_\_

\_\_\_\_\_

Question #3: \_\_\_\_\_

Reply #3: \_\_\_\_\_

\_\_\_\_\_

Put photo or other information here:

Name \_\_\_\_\_

### **Good Citizen Interview Power Point**

Go to Office 365. Open Power Point. Create a new presentation. You can choose one of the backgrounds that you like.

Slide 1: Good Citizen Interview By: (your name)

Slide 2: Why you chose this person as a good citizen

Slide 3: Type your first question and the first reply

Slide 4: Type your second question and the second reply

Slide 5: Type your third question and the third reply

Slide 6: If you have time, you can include any extra fun facts about the person.

**\*\*After you are finished typing, if you have time you can do the following:**

\*Add pictures

\*Change font size, design, color

\*Add transitions

\*Add animation

Reminders:

\*Write in full sentences.

\*Spell words correctly.

\*Use capitals and punctuation marks when needed.

**References**

Grove, J. (2016, September, 29). Mature students 'do better with non-written assessment'. Times

Higher Education. Retrieved from <https://www.timeshighereducation.com/news/mature-students-do-better-non-written-assessment>

Montenegro, E. and Jankowski, N. A. (2017, January). Equity and Assessment: Moving Towards

Responsive Assessment. Retrieved October 10, 2019 from

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