

## Assessment Creation Assignment

This assessment is designed for a first grade class learning about Social Studies SOL 1.3 and 1.11. The larger curricular aims of the course in which these objectives are taught intend to introduce students to important American leaders and how they impacted the United States. They also strive to instill in students basic map skills, economic concepts, and what makes an individual a good citizen. This unit strives to do this through teaching students about important symbols in American history as well as the people and events who contributed to the creation of these symbols. Activities in this unit involve learning about the location of the Washington Monument and Statue of Liberty on a map, painting a portrait of George Washington, and creating the American flag. In regards to unpacking these particular objectives, I would encourage teachers to really make students think about these symbols and how they impact their lives today. There is so much that can be learned and associated with this unit to get the students thinking on higher cognitive levels through these standards even though they seem to contain basic information. The intended learning outcomes that will be assessed through this assessment are those found in Social Studies SOL 1.3 and 1.11. One intended learning outcome, using the calendar to discuss the lives of people associated with President's Day, Columbus Day, and the events of Independence Day (Fourth of July) will be assessed through informal discussion over the course of the unit each day during calendar time. This assessment will be used as a summative assessment, checking for students understanding of the information at the completion of the unit being taught.

The class that this unit will be taught in is a first grade class at Waller Mill Elementary School. The class has eighteen students, six female and twelve male. No students in the class have IEP's or 504 plans. Three students are being referred for gifted testing at the time of the creation of the unit. There is one Ethiopian student who works with the LEP teacher and one African American student. All other students are Caucasian or unidentified according to their information sheets. Waller Mill Elementary School is the Fine Arts Magnet school in York County.

### **1<sup>st</sup> grade Social Studies SOL 1.11**

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning about the Pledge of Allegiance

### **Essential Knowledge and Skills**

Identify and explain symbols: the American flag, bald eagle, Washington Monument, and Statue of Liberty

#### Content:

*Explicit* – symbols: the American flag, bald eagle, Washington Monument, and Statue of Liberty

*Implied* – knowledge of the symbols and definition of symbol

*Conditional* – none

Clue words for cognitive level: identify and explain

Cognitive Level: knowledge and comprehension

Gather, classify, and interpret information about the American flag and the Pledge of Allegiance

Content:

*Explicit* – information about the American flag and the Pledge of Allegiance

*Implied* – what the American flag is; what is said during the Pledge of Allegiance

*Conditional* – knowledge of locations, symbols, and Pledge of Allegiance

Clue words for cognitive level: gather, classify, interpret

Cognitive Level: analysis

### **1<sup>st</sup> grade Social Studies SOL 1.3**

The student will discuss the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).

#### **Essential Knowledge and Skills**

Collect, organize, and record information about the lives of the people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).

Content:

*Explicit* – information about the lives of the people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July)

*Implied* – basic information on when the holiday is and why we celebrate them

*Conditional* – knowledge of President’s Day, Columbus Day, and Independence Day

Clue words for cognitive level: collect, organize, record

Cognitive Level: comprehension

Use a calendar to discuss the lives of people associated with Presidents’ day, Columbus Day, and the events of Independence Day (Fourth of July).

Content:

*Explicit* – calendar to discuss the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July)

*Implied* – knowledge of days, weeks, and how calendars are organized

*Conditional* – none

Clue words for cognitive level: use

Cognitive Level: application

Content	Cognitive Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Terms to know: symbol, tradition, patriotic, American flag	X # 2, #6, #11					
Symbols: the American flag, bald eagle, Washington Monument, and Statue of Liberty	X # 1, #7	X # 3, #8				
Information about the American flag and the Pledge of Allegiance				X # 12		
Terms to know: holiday, Columbus Day, Presidents’ Day, Independence Day	X # 4, # 9					
Information about the lives of the people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July)		X #5, #10				
Calendar to discuss the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July)			X In class discussions			

This assessment has construct validity because it is a social studies test. This is evident from looking at the table of specifications. The test is assessing the social studies unit taught on symbols and the lives of the people associated with special holidays. Reading ability is *not* being assessed because the teacher will read through the entire test and answer choices once before students begin the assessment. The teacher will also read each question and answer choice aloud two times, more slowly, for students to follow along. The teacher will walk around and monitor to make sure students are in the right place and following along. Students will also be informed that they can raise their hand if they have a question about a word. This assessment also has content validity, as evidence by the table of specifications. All of the intended learning outcomes are addressed either in this particular assessment or through the daily calendar discussion of the people associated with President's Day, Columbus Day, and the events of Independence Day. Through these summative and formative assessments, all of the intended learning outcomes are addressed.

Multiple choice and supply-response items were chosen as the test item types for this assessment. By providing first grade students with multiple choice items, higher cognitive levels can be assessed as well as the basic cognitive levels. A supply-response item allows the teacher to see how much the student has grasped on the topic through free response. Since it will be an oral response, the teacher is able to glean even more information from each student on their understanding of the subject.

There are a few threats to reliability for this assessment. The class has social studies right after a long reading block and snack time. Students could be tired or overly rambunctious at this time, depending on the day, which could affect their test taking abilities. Also, by providing the students with some longer answer choices, they could get distracted or discouraged from having to do so much reading, especially the lower readers. Also, by only having one or two questions per topic, a question could simply be bad and not a good indicator of the students' knowledge. However, in first grade, precaution has to be taken in the number of questions given because reliability could be affected if the students are distracted or get too tired from a lengthy test. This is why it is important to observe and formatively assess students daily which is planned for in the daily activities. In order to analyze the reliability of this assessment, I plan to record student performance on each question as well as overall. This information will help me revise the assessment for future years and re-assess students if necessary.

This assessment should have high predictive validity for the nine weeks test given by the first grade teachers at Waller Mill Elementary school. Since all of the intended learning outcomes have been unpacked and addressed throughout the unit, the students should be well prepared for their assessments. Due to the thoroughness of the assessment, the results should provide an accurate representation of how students will do on the nine weeks test.

The point value of each multiple choice question can be found on the assessment. The scoring for the supply response question is provided as well. Students will receive an overall grade on this assessment which will be transformed into the 1<sup>st</sup> grade scale of 'S' for satisfactory, 'P' for progressing, and 'N' for needs improvement. The assessment is worth a maximum of 15 points. The grading scale is below:

S: at or above 80%	12 out of 15 = 80%
P: at or above 60% to 79%	9 out of 15 = 60%
N: below 60%	8 out of 15 = 53%

This is the grading scale used by Waller Mill Elementary School. Students do not see the S, P, or N – it just appears as an overall grade on his/her report card. Individual scores are recorded in the teachers grade book and shared with parents upon request. Students simply see the total right out of the total number of questions so as not to be discouraging. Upon completion of assignments, if a student appears to be struggling, the teacher will work with the student individually.

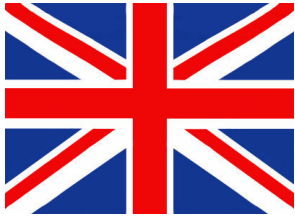
Name \_\_\_\_\_ Date \_\_\_\_\_

## Symbols and Important People

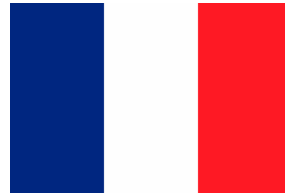
Directions: Circle the right answer. Each question is worth 1 point.

1. What does the American flag look like?

A.



B.



C.



D.



2. Which picture shows a tradition?

A. playing on the playground



B. riding the school bus

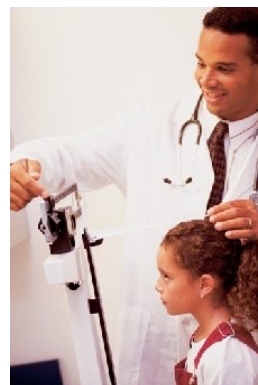


C. celebrating Thanksgiving  
doctor



D.

going to the



3. The Washington Monument was built

- A. to remember all the good things George Washington did.
- B. to show where George Washington lived.
- C. to show where all the Presidents live.
- D. to help us learn about the American Revolution.

4. Why do we celebrate Independence Day?

- A. To see fireworks and cookout with our friends.
- B. To remember the day our country was discovered.
- C. To remember the day our country was freed.
- D. To wear red, white, and blue all day.

5. Who is Christopher Columbus?

- A. The first President of the United States
- B. The man who discovered America
- C. The man who freed America
- D. The President of the United States right now

6. A symbol is

- A. a picture.
- B. an important day.
- C. an important person.
- D. a place.

7. What does the Statue of Liberty look like?

A.



B.



C.



D.



8. The bald eagle is a symbol of \_\_\_\_\_.

- A. hope.
- B. freedom.
- C. strength.
- D. peace.

9. From who did we gain our independence?

- A. Canada
- B. Mexico
- C. Italy
- D. England

10. Why do we celebrate Presidents' Day?

- A. To remember all of the Presidents.
- B. To remember all of the soliders.
- C. To have a day off from school.
- D. To celebrate our new President.



11. Someone who loves his or her country is \_\_\_\_\_.

- A. a tradition.
- B. a patriot.
- C. a colonist.
- D. a symbol.

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The following will be asked orally to students individually.

12. Why is the American flag special to the United States? (4 points)

Prompting questions to use if the student does not elaborate:

- What do the stars symbolize?
- What do the stripes symbolize?
- How do we interact with the flag daily?
- What does the flag represent?

Rubric:

Checklist: The student either mentions the answer, or does not.

\_\_\_\_\_ The stars represent the 50 states.

\_\_\_\_\_ The stripes represent the 13 original colonies.

\_\_\_\_\_ We show respect to the flag by saying the Pledge of Allegiance.

\_\_\_\_\_ The flag represents our country and our freedom.

1 out of 4: poor

2 out of 4: satisfactory

3 out of 4: good

4 out of 4: excellent

## Answer Key

1. D
2. C
3. A
4. C
5. B
6. A
7. C
8. B
9. D
10. A
11. B
12. see rubric

This assignment demonstrates my ability to create assessments that provide both a valid and reliable representation of student learning. The assessment is valid in that it is a social studies test for a social studies unit and it provides an accurate representation of all of the intended learning outcomes. This is evidenced in the table of specifications that I created after unpacking the standards. By addressing various cognitive levels for the content of the unit, the assessment has high criterion and content validity. It is measuring the students' knowledge on information that is taught in the corresponding unit. The assessment is reliable due to the variety of questions used in the assessment, both select response and supply response. This should assess the students learning in multiple ways. Also, by asking multiple questions for each intended learning outcome (ILO), random error should be minimized and learning should still be evident from the other question(s) for the ILO. By completing this assignment, I now possess the ability to create valid and reliable assessments for my students as I enter into the teaching profession.