

Sadie Levy
Civ/Gov LAP 6: Assessment
12/6/18

1. Content: Describe **what** it is you will teach. What is the content?
 - a. This is the final lesson in my CUP on what it means to be a good citizen. Based on the vocabulary, concepts, and activities we've don't in the previous 5 lessons, this will be a wrap-up/assessment lesson which asks students to write a recipe for what it means to be a good citizen. Included in their recipe will be "ingredients" to what makes a good citizen and "directions" (aka what to *do* with those ingredients). Additionally, students will work on groups to draw on chart paper what they would look like being a good citizen.

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Students will be able to use vocabulary from our unit in their "ingredients" list.
 - b. Students will be able to work independently and think of ways they could be a good citizen.
 - c. Students will be able to work in small groups to work collaboratively and practice kindness.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. As a final lesson, it's important for me to see what students can actually come up with on their own. After using the same words many, many times to describe what good citizens do, I would hope that students can come up with at least 4 "ingredients" to make a good citizen. To wrap up this unit, I want students to feel like they are walking away with new ideas of what it means to be a good citizen.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. Students who can complete at least 4 ingredients to what makes a good citizen and tell me what a good citizen does will show me they understand. I am look for four of the following (or similar) words which we have used many times before to describe a good citizen: brave, helpful, someone who stands up for their people, confident, and kind/respectful. Things they could choose to say that good citizens *do* could be anything, but I imagine many will write about picking up trash since we've talked about it before, and maybe some will reference our conversation with Jenny.

5. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
- a. My hope is that with an alternative form of assessment (a recipe), students will be able to come up with a variety of answers that fit the prompt. My intention in the second part of the prompt is to keep it open ended and see what students come up with. Since I know not all of my students are strong independent workers or writers, I hope that the group drawing assignment will allow more access points and get every student involved in showing their thoughts on what it means to be a good citizen.
6. Activity description and agenda
- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

time	activity	rationale
5	Explain assignment: There are two parts to this final piece of our unit on what it means to be a good citizen. I want you to show me what you know! There were a lot of words we used in this study and I want you to show them to me! You also have so many great ideas of what it means to be a good citizen, so I want you to draw yourselves as good citizens in our community.	
15	Complete the recipe portion of the assessment individually	<ul style="list-style-type: none"> ● This assignment does not ask anything which the students and I have not already talked about in detail. ● While I realize that individual work can be pressureful and scary (especially when framed as an assessment), but I do think it's important that my students can name off-hand some qualities of good citizens.

15	Complete a group drawing according to the prompt “Us as Good Citizens in Our Community.” After about 10-15 minutes, they will label parts in their drawing so that their thinking can be more transparent to me	<ul style="list-style-type: none"> ● It is important for there to be multiple ways of assessment so that students can have multiple opportunities to show me their thinking. ● Students will still abide to class norms around group work (sharing, kindness, listening)
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- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
- i. I think overall this lesson will be an effective tool for measuring content acquisition and what they think about being a good citizen, but I worry the format of a “recipe” will be confusing to some students. While I think in some ways it allows for students to essentially make a list of qualities of good citizens without saying that, it also could be confusing about what I’m really looking for. I will try my best to make this direction very clear: ingredients, aka qualities of a good citizen.

7. List the Massachusetts Learning Standards this lesson addresses.

8. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- b. What did you learn from the experience of this lesson that will inform your next LAP?

This lesson ultimately ended up getting split into two components based on a constraint of time - the writing on one day and the drawing on the other. I think splitting the two parts up was ultimately a great decision. It allowed for more conversation and a break between parts of the assignment. Overall, I think the two tools were effective in tandem for showing me what my students learned throughout this unit, but each on their own would not be sufficient. Unfortunately the day I first started the assessment, I was subbing and did not sufficiently explain the recipe concept to my students. In retrospect, I realize I should have made it very clear that the ingredients of the recipe were the things that a good citizen *is* (helpful, brave, confident, etc.) and the directions of the recipe (which I impromptu supplied a sentence starter for) was regarding things a good citizen *does* (this could have been anything - pick up trash, give money to someone in need, clean up your classroom, etc). I think this would have been a great place to create a template, actually. They could write the ingredients on the recipe card, and decorate the edge or something, and write the “directions” on the back. I think that would have made this a) more fun, and b) more clear.

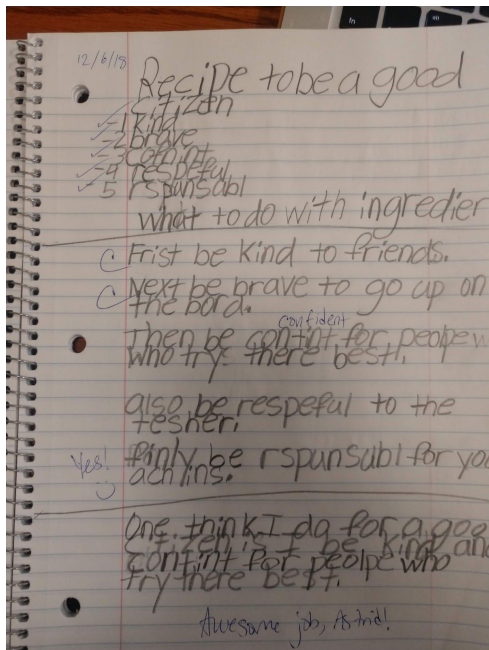
For many students, my explicit instruction was not needed and they understood the directions, but there was a handful of students that were very confused, and limited their ability

to actually show me what they know. Among the students who did understand the assignment was Tariyah. I ran into a different problem with her. I continue to struggle with how to support her through her *serious* sensitivities of being wrong. I told students they only needed to put down 4 ingredients, but I would happily accept more. (George actually suggested that if you put more than 4 down, you should get clicks, and I agreed). Many students thought of 6, 7, or 8 ideas! Tariyah, however, could only think of 3. She gets into spells where once she's down and out, she is *very* down and *very* out. It seemed nothing I did could convince her that a) I knew she could think of another one! and b) It didn't matter if she could or not - I knew she knew what it meant to be a good citizen and no need to fret in not being able to think of a 4th one. I sat with her, I wrote her encouraging notes in her journal, I asked her leading questions, etc., etc. Ultimately, she only had 3 on her paper. I suppose I could have made this more accessible by saying the minimum ingredient was 1 and then for everyone you add, it's another click and then the standard wouldn't be so high. I also think the second assignment allowed her to show me more of what she knows in a less stressful environment. I wonder also if a word bank could have helped in her situation, although I'm not sure what I would have added for the recipe. I could have had a word bank of lots of different words and had them choose which ones for their recipe and actually make the recipe look nice to bring home. (I still have a recipe from my early elementary years for "silly sugar" and the ingredients are very funny).

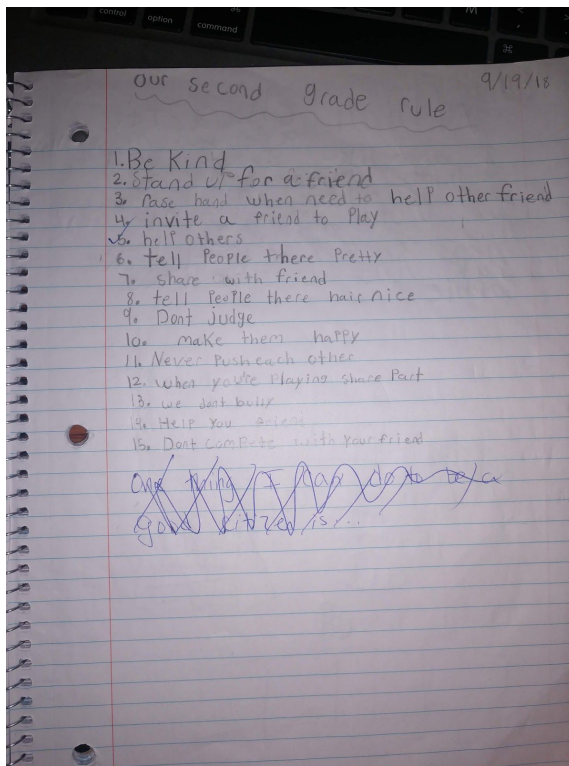
I was happy to see that *most* students got the first part done and it made sense. A common theme, though, was that students would just make lists of things in the "ingredients" part that included both qualities of a person and their actions.

Below are a few examples of student work that show the range of their responses:

Astrid went above and beyond:



Serena made a list of lots of things including qualities of a good citizen as well as what they *do*. Many students made this mistake (which I realize was due to my poor instruction, not that she doesn't know the difference):

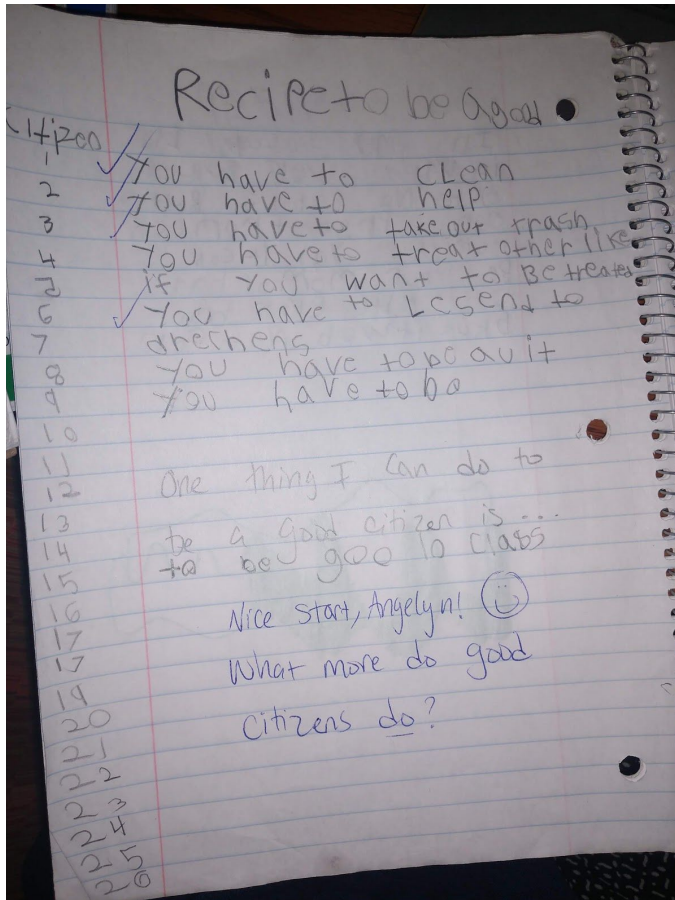


Some students showed me that I didn't do a good job making clear that being a good citizen is more than just cleaning and being a "good student." It can be cleaning, but it also can be way more! Christian and Angelyn show this:

Recipe

- ① be kindes listen to
- ② the teachers
- ③ be a star student
- ④ do not talk when the teachers talking

One thing I can do as a good citizen is clean under my table.



The drawing portion of this assessment went overall very well. I tried my best to be conscious in group-making - learning styles, learning strengths, and most of all personality. After the assignment, I asked students how it went in an informal shout-out to the class "How did it go in your groups?" Although I only heard from a few people, through my observation and their positive comments, it seemed that working in groups was not the issue! (There was only one big blow-out because Chino broke Nathaniel's' crayon by accident and didn't apologize). I was surprised that so many groups worked as collaboratively as they did, to be honest.

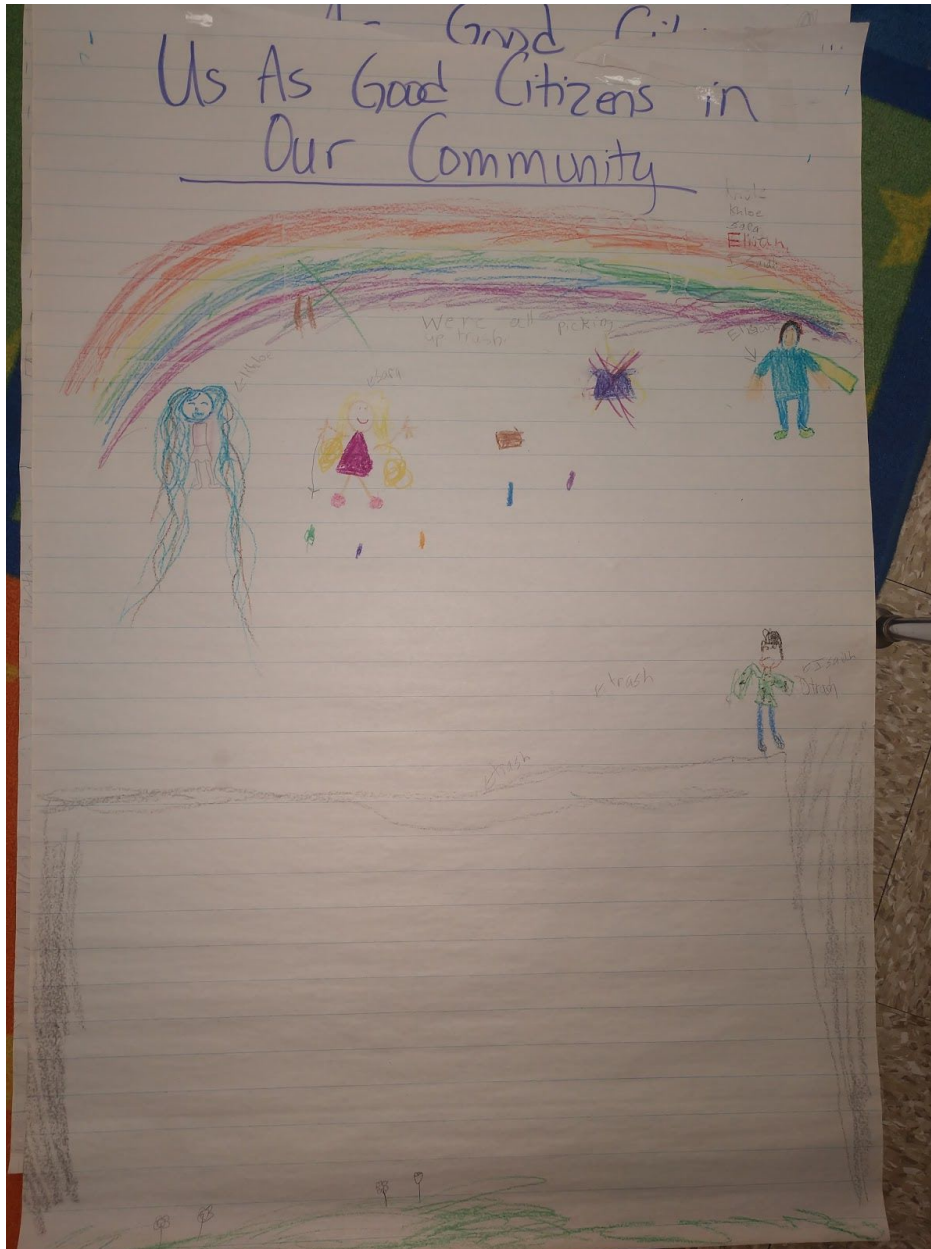
In retrospect I realized that this assessment could have lended itself more to rich dialogue and collaboration if they had to choose a specific community they were being good citizens in. For some groups this happened organically, but for many their drawings took place in nowhere specific, or in multiple places at once.

The only group that had an interesting dynamic was with Christian, George, Ashley and Serena. I was surprised that Serena was so bossy and territorial over her crayons, although with some firm reminders, they seemed to work it out. I was also surprised with their drawing. It was the least detailed of the four groups. Below is their work. Primarily, it is a rainbow and then in the middle there are 4 people standing there with a label that says "picking up trash" which was thrown in the last couple minutes. This perplexes me a little because I know at least $\frac{3}{4}$ of those

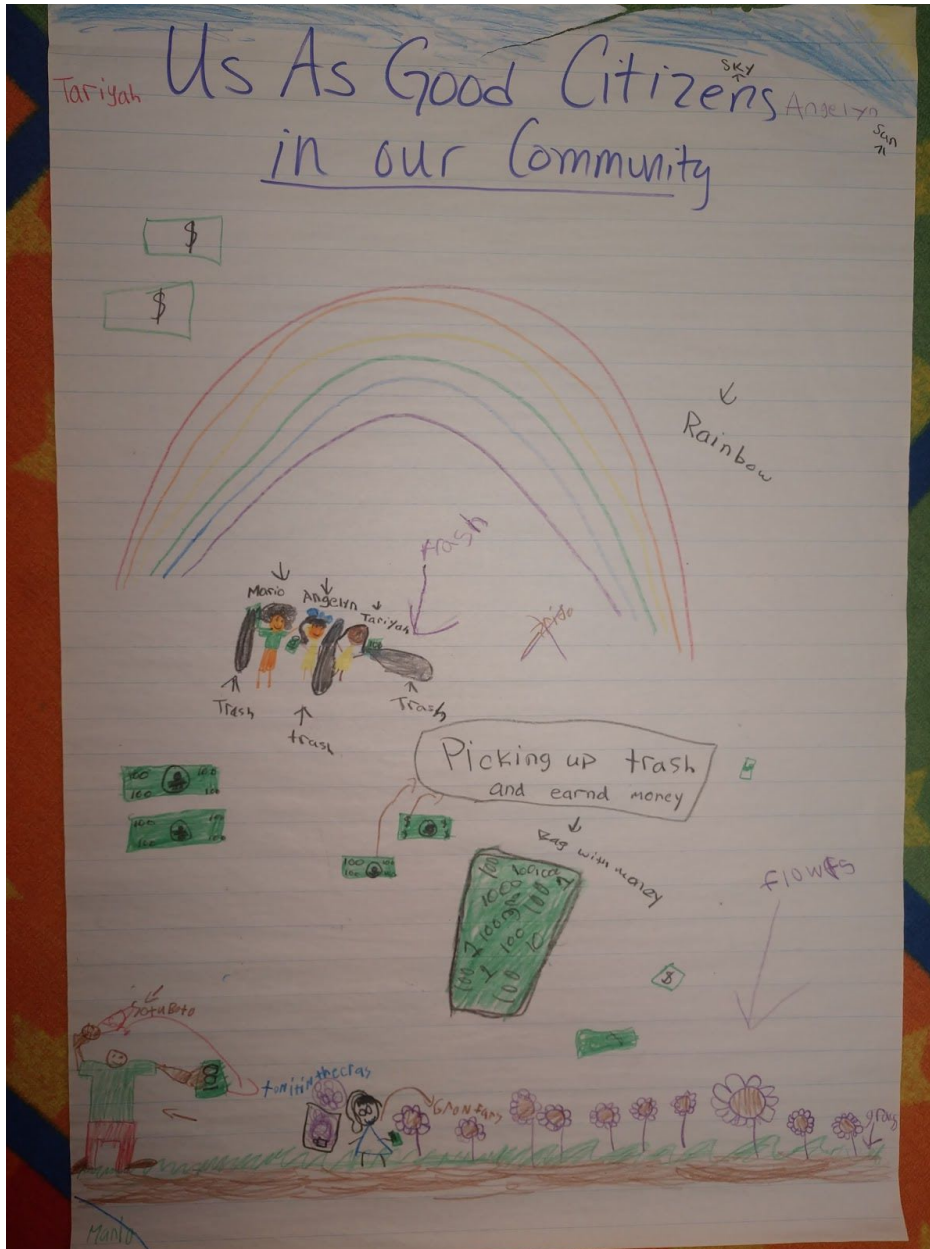
students to be very strong academically and in fact do know many ways to be good citizens. I attribute this to Serena's overpowering of the group, in this case.



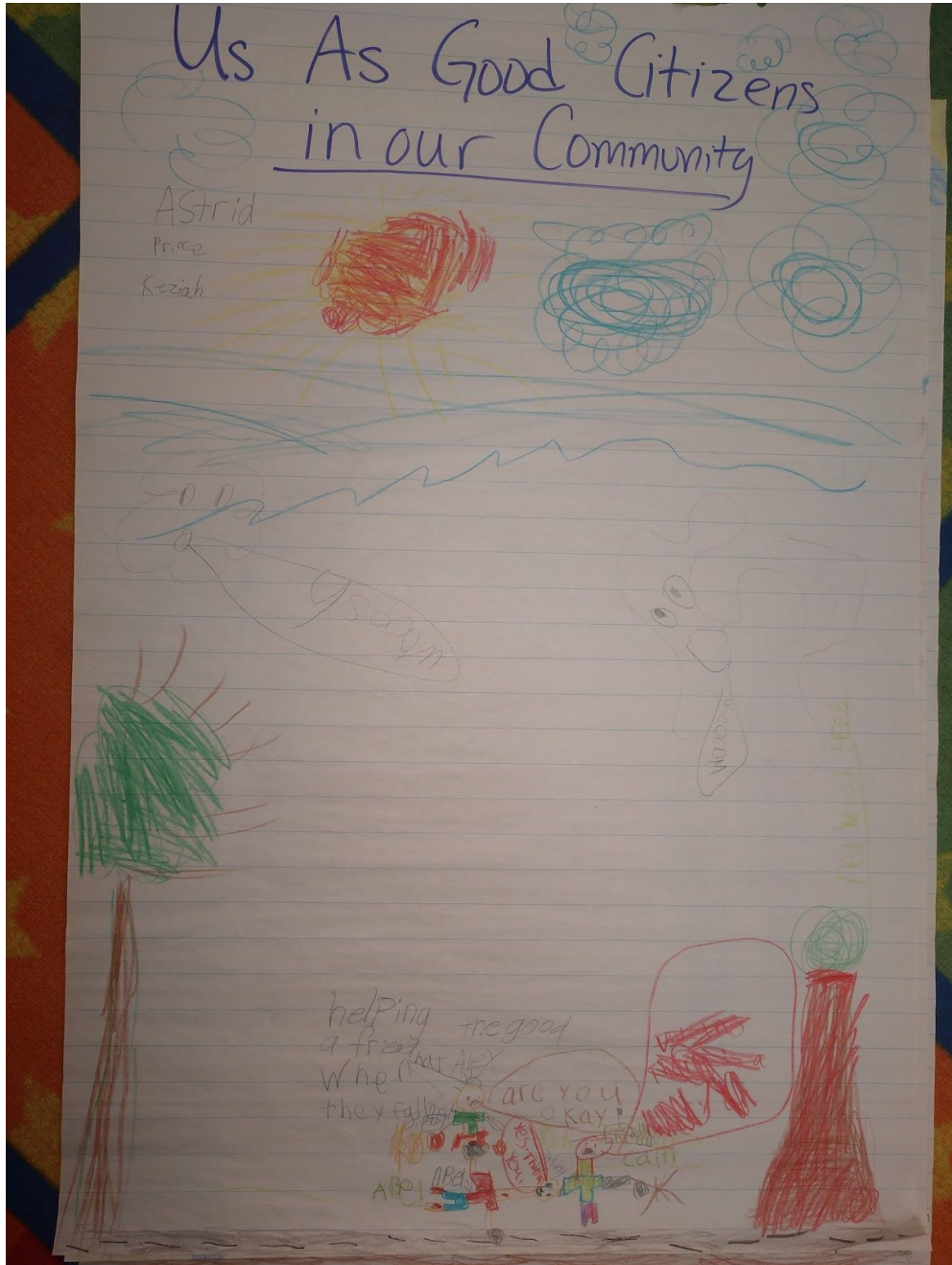
Below is the work of Khloe, Sara, Elijah, and Isaiah. The words in pencil above the drawing says: "We are all picking up trash." Again, way more emphasis on the rainbow and drawing than on the actual purpose of it. Despite my efforts to have them label things they were *doing*, the only thing that people in this picture were doing was picking up trash. Had they picked a specific community, I think their actions could have been more targeted, they could have worked more closely as a group, and I could look into their thinking more.



The group below (Tariyah, Mario, Angelyn) had a little bit more going on, but they all sort of drew separate parts of the drawing until given a prompt to try and create together. Their labels say "Picking up trash and earned money." "Bag with money." They told me they were picking up trash and giving money to a homeless person. Mario also added on the bottom "growing flowers" (gron fars) and it looks like he says something about tending to the grass.



This following group (Astrid, Keziah, Prince) worked together surprisingly well! They were communicative, shared the drawing, and ended up with a detailed drawing with labels of someone falling down in the park, and then people helping him/her up.



The last group work is from Naliyah, Nathaniel, Kyara and Chino. Besides for the breaking-crayon incident at the end, this group worked well together as well. This group seemed to have way more of a cohesive city scene. There are stop signs, and lots of people doing various things. They pictured people saying things that their character would as a good citizen, picking up trash, giving money to homeless people, and watering gardens. They definitely got it!

Naliya
Nathani
Kyeria
Chino

Us As Good Citizens in Our Community

