

Module 9

Suggested Answers

For your first task, we have included a range of social studies and science standards. For each standard, we have identified ways that the standard might be assessed. Identify items for each that would allow teachers to determine student mastery of the content.

STANDARD	ASSESSMENT FORMAT	SAMPLE ITEMS OR TASKS FOR ASSESSMENT
Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). (Grade 3, CA)	Culminating group project	Group members gather pictures/video of local geography as part of a class presentation.
Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. (Grade 6, CA)	Multiple choice and dichotomous choice items	What was the type of religion in Mesopotamia? a. monotheistic b. polytheistic c. atheistic d. animism
Explain how the ideology of the France Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. (Grade 10, CA)	Short, constructed response items	Explain why during the French Revolution France first developed from a constitutional monarchy to a democratic despotism.
Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. (Grade 1, NCSS)	Culminating individual project	Record an "I can't see the . . ." video in which students display and explain the before-and-after effects of using a flashlight in the dark.
Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (Grade 4, NGSS)	Performance	Given a picture of (an exaggerated) cross-section of rock layers, students write a short description of the landscape's history over time while citing evidence from the picture.

(Continued)

STANDARD	ASSESSMENT FORMAT	SAMPLE ITEMS OR TASKS FOR ASSESSMENT
Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. (HS, NGSS)	Extended essay response	Compare and contrast the role of aerobic and anaerobic respiration in two different environments. Discuss implications for living organisms and nonliving matter.

For your second task, review the assessment item and identify which aspects of relevancy the task could address. There may be more than one response for each.

ASSESSMENT ITEM	RELEVANCE CHECK
Complete the essay prompt and on a separate page identify the writing processes you used.	<input checked="" type="checkbox"/> Relevance outside the classroom <input type="checkbox"/> Relevancy co-constructed with students <input checked="" type="checkbox"/> Relevance based on learning about oneself as a learner <input checked="" type="checkbox"/> Relevance within the discipline
We have the opportunity to recarpet the classroom, but we need to know the square footage of the room. How many different ways can you identify to figure out the size of the room?	<input checked="" type="checkbox"/> Relevance outside the classroom <input type="checkbox"/> Relevancy co-constructed with students <input type="checkbox"/> Relevance based on learning about oneself as a learner <input checked="" type="checkbox"/> Relevance within the discipline
This exam has five parts (multiple choice, true/false, matching, short responses, and fill in the blank). You should complete any two sections that allow you to demonstrate your understanding.	<input type="checkbox"/> Relevance outside the classroom <input checked="" type="checkbox"/> Relevancy co-constructed with students <input checked="" type="checkbox"/> Relevance based on learning about oneself as a learner <input type="checkbox"/> Relevance within the discipline
Generate 10 possible exam questions of any format. I will consider all of them as potential questions that allow the class to determine mastery of the content.	<input type="checkbox"/> Relevance outside the classroom <input checked="" type="checkbox"/> Relevancy co-constructed with students <input type="checkbox"/> Relevance based on learning about oneself as a learner <input type="checkbox"/> Relevance within the discipline
Produce an iMovie in which you retell the content of this unit of study. You should have a narrator and include the technical vocabulary we have learned in this unit.	<input checked="" type="checkbox"/> Relevance outside the classroom <input type="checkbox"/> Relevancy co-constructed with students <input type="checkbox"/> Relevance based on learning about oneself as a learner <input checked="" type="checkbox"/> Relevance within the discipline