

Janet Rodriguez

Trinity Christian College

AEDU 345/545

Assessment Design

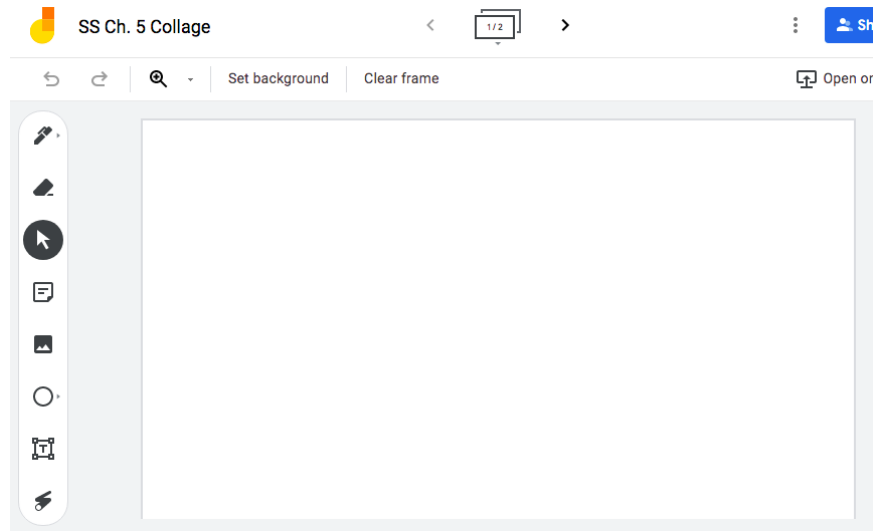
Assessment

The domains I chose for this assessment are Reading and Writing. This will be a social studies assessment target for a 4th grade bilingual classroom. All students speak Spanish but social studies is taught in English. I have a total of 15 students. 6 students are English language proficient, 6 are expanding, 2 are developing, and 1 is beginning. None are considered IEP. All students are already familiar with using Google Jamboard.

Supplementary Materials

- Google Classroom
- Google Jamboard
- My World Interactive Social Studies Teacher Edition





Justification

My assessment is a social studies chapter assessment. This assessment was created using the 4th grade Social Studies United States Region My World Interactive Teacher's Edition. This is the social studies curriculum I use at Madison School. The assessment is based on chapter 5 which contains five lessons within the chapter.

Since we are currently hybrid, I decided to create a remote friendly assessment using Google Jamboard. In the book we are reading, *Assessment of Culturally and Linguistically Diverse Students*, this form of assessment is known as Technology-Supported Assessment. In the book it

states, “Technological applications can argue our repertoire of performance and project-based assessments, but they also offer a range of modifications to more traditional tests that were not previously possible or practical for the typical teacher” (p.199, Herrera). Creating a technology supported assessment helps me modify work for my CLD learners more easily.

This is a summative assessment on what students learned throughout the overall chapter 5. For this assessment, I will create the jamboard accessible to students via Google Classroom.

Students are to go to our google classroom and find the *Social Studies Chapter 5 Poster Collage* title attached under the Classwork tab. When students open the tab they will see the following instructions:

- *Create a collage about what you learned in Chapter 5 (pages 174-206) by typing a total of 10 facts (in complete sentences) and inserting an image that represents each fact. (That’s 10 images and 10 facts total)*
- *You need 2 facts with a corresponding image from EACH lesson. *Make sure to label what lesson your facts are from.*
- *Your facts can be about anything you have learned in this chapter! For example; vocabulary words, facts about states in the northeast, or important people. Do your best! You got this!*

Breakdown of what is needed:

2 facts with 2 images from Lesson 1: pgs. 174-179

2 facts with 2 images from Lesson 2: pgs. 180-185

2 facts with 2 images from Lesson 3: pgs. 186-191

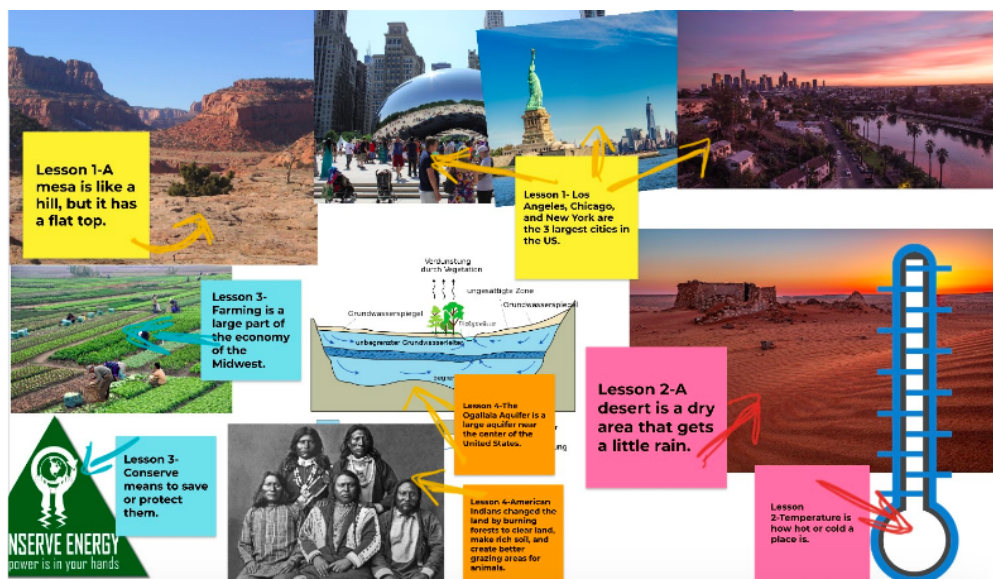
2 facts with 2 images from Lesson 4: pgs. 194-199

2 facts with 2 images from Lesson 5: pgs. 202-206

****You can add an additional 2 facts with 2 images to any lesson for extra points.***

I made sure to try to be very clear with my instructions since breaking the model into smaller chunks, and providing space next to each chunk can help my students not feel overwhelmed with what needs to be done. I also added bold letters and exclamation points to emphasize certain parts of the instructions. Students will need to use their books to help them find facts.

I included an example from a different chapter of how I want the students' social studies jamboard assessment to look like. I attached it to each student's individual jamboard so they can use it as a resource in case they need more clarity on what to do. Providing explicit guidance on the expectations of the assignment through visual models is an imperative strategy to use with bilingual students. Here is a screenshot of what that example will look like:



Making sure I model what is expected from students is crucial when it comes to culturally and linguistically diverse students. It is especially beneficial for my visual learners. Using the google jamboard tools, students can easily insert images from the internet that represent the fact that they learned about. A visual connection to the fact students have to write will further assist students with comprehension. I decided to incorporate images as part of the assessment because it not only will increase their comprehension, it will reduce their extreme test anxiety and it can even help them with decoding. Additionally, bilingual students learn better when they engage with material in multiple ways, this method of assessing my students will allow breathing room so they work through the language barrier.

As you notice in the example I provided, my sentences are at their grade level, but for my struggling students it will be acceptable for them to give me shorter sentences. I will also allow my students to write the facts in Spanish if they would prefer to.

I will give this assessment at the end of the chapter to assess what they learned throughout the lessons. I created this assessment so it feels more like a project to students, that way they feel less anxious about it. If I see good results, I will use this assessment at the end of every social studies chapter. I believe using technology to my advantage and creating this sort of assessment will greatly benefit my bilingual students.

References

Herrera, Socorro G., Cabral, Robin M., & Murry, Kevin G. Assessment of culturally and linguistically diverse students. (2020). Hoboken, NH: Pears