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Assessment Creation Assignment **Unit: Ancient Greece and Ancient Rome**

Overview of course and classroom

Course and Major Goals:

The Social Studies curriculum aims to give 3rd Grade students a greater understanding of the government and culture of the United States, through exploration of democracy, economic concepts, and the origins of the peoples of the US. Students learn an appreciation of the diversity of the culture of the United States as they delve into ancient cultures of Greece, Rome, and Mali and discover the impact these cultures had on the US. All in all, the curriculum aims to further the development of students in an effort to help them become members of society.

Specific Unit:

Through the unit on Ancient Greece and Ancient Rome students attain a better understanding of the human and physical characteristics of these ancient civilizations. Students delve deeper into the way these peoples adapted to their environment and the manner in which these civilizations used their resources to produce goods and trade. A primary emphasis of the unit includes the influence that the ancient cultures of Greece and Rome had on present day government, architecture, and sports.

Intended Learning Outcomes Assessed: (see Table of Specifications on pg. 9-11)

The Table of Specifications indicates that most of the intended learning outcomes will be assessed through the assessment. However, there are several intended learning outcomes that will be assessed through other forms of assessment. For example, the essential skills portions of the standards, such as “students will locate and research information from print and non-print sources”, “use resource materials”, and “interpret information”, will be assessed through a research project. The resource project will be included in the unit of social studies on Famous Americans due to the fact that the essential skills run throughout the units of social studies. The project asks students to pick a famous American from a list of twenty-five individuals and perform research in books and online to gain information about their early life, education, adult life, and accomplishments. Students then create biography banners, which are posters of the individual, items that represent them, and a timeline of their life on the back. Additionally, the intended learning outcome which states “identify and locate features on a globe” will be assessed formatively through questioning during the lessons on physical characteristics of Greece and Rome as students will have to look at a globe and point to the various features on the globe. The ILO which asks students to make generalizations about data will be assessed through formative

assessment in the form of a worksheet in which students interpret graphs with information on the resources in Ancient Greece and Ancient Rome.

Classroom Context:

The assessment will be administered in a 3rd grade inclusion classroom with five students with IEPs, however these students will take the test in the special education resource room to have the test read aloud to them. In creating the test I kept in mind that I needed to make sure the directions were explicit and easy to understand, not only for my students with IEPs but also for those without IEPs. All students in the 3rd grade class will benefit from explicit and clearly written instructions. When including pictures in the multiple choice items I also made certain to choose pictures that the 3rd graders would be familiar with, based on their experiences. I plan to go over the pictures in the test before the students begin the test in order to ensure that they understand each picture. I certainly do not want the test to assess students' knowledge of buildings rather than their understanding of Ancient Greece and Ancient Rome. In fact, due to the varied reading levels in my class I plan to read over the entire test when administering it to ensure that the test is not assessing reading level. My students are accustomed to hearing the tests read out loud before beginning and I plan to follow this routine when administering the test for my class.

Intended Use:

The assessment will be used as an end of unit summative assessment to determine students' understanding of the civilizations of Ancient Greece and Rome. After grading the assessment I will be able to determine what areas of the unit might need re-teaching and/or additional review before the Standards of Learning test at the end of the year.

Design elements of the assessment

ILOs: See Unpacking ILOs Table on pg. 7/8 and Table of Specifications on pg. 9-11

Construct Validity:

The assessment demonstrates high construct validity because assessment measures what it is supposed to measure, that being the intended learning outcomes derived from the Ancient Greece and Ancient Rome Standards of Learning objectives. The items on the assessment adequately measure both the content and cognitive levels according to Bloom's taxonomy of the intended learning outcomes. It also has high face validity (a subset of construct validity) because on its face, and prior to even delving into the specific ILOs, the assessment measures what it is purported to measure.

Content Validity:

The assessment also demonstrates high content validity because it sufficiently samples the intended learning outcomes from the table of specifications. Most of the intended learning outcomes are assessed on the test and those intended learning outcomes that are not assessed through the test are assessed through formative assessments or a research project. Looking at the table of specification (pg. 9-11) one can see that those intended learning outcomes assessed by the unit test are adequately sampled by the test items. For instance, there are two select response items, a Venn diagram, and short answer items that assess the intended learning outcome stating “Students will explain how the contributions of ancient Greece and Rome have influenced the present world, in terms of architecture, government (direct and representative democracy), and sports”. There are several items to assess this ILO because of the multiple components inside the ILO, such as architecture, government, and sports. Therefore, a single test item would not adequately assess the ILO. On the other hand, there are only three select response items for the location of Greece and Rome because although the ILO asking students to “locate and identify Greece and Rome” is important to the unit, it does not have as many components as the ILO about the influences of Ancient Greece and Ancient Rome. Thus, the number of test items that are aligned with each ILO appropriately match up to the amount of information in the ILO and emphasis of the ILO in the instruction. For example, I plan to spend more time on the influences of Ancient Greece and Ancient Rome on present day in comparison to the amount of time I will spend on teaching about the location of Greece and Rome.

Rationale for assessment item types:

In creating the assessment I determined that the majority of the test would be in the form of select response items because of the fact that the students being tested are in the 3rd Grade. Supply response items take much longer to complete, especially for young children in the 3rd Grade. The students in the 3rd grade are also preparing to take their first SOLs at the end of the year and need preparation in SOL type questions, which happen to all be in select response format. However, it is not to say that 3rd grade students are not capable of answering short answer questions, rather that there should not be a strong emphasis on these type questions. Therefore, the test is made up of predominately select response items with a short answer question (supply response item).

In addition to considering the grade level of the students, I also took into account the cognitive levels associated with each ILO when determining item types to include in the assessment. For the ILOs with knowledge and comprehension cognitive levels, select response items are the best and most efficient way to gauge understanding. However, I chose to assess the ILO involving classifying with a Venn diagram because it asks students to classify terms and concepts as being from Ancient Greece, Ancient Rome, or both. Due to the grade level of the students I made the Venn diagram in a select response format by including a word bank because the students should not be required to produce the items on their own. If the test were created for

fifth graders then I certainly would have made it supply-response. Below is a chart representing the original items I created and questions borrowed from a test used by my CT.

Original Questions	Questions borrowed from Test from CT
1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13 Short answer	8, 9, Venn Diagram (adapted)

Threats to reliability:

Select Response Questions-

In creating the select response questions I was certain to follow the rules for item writing to prevent possible threats to reliability and potential systematic-error (error that the assessment creator introduces to the test) that could emerge if the items were constructed poorly. For one, each of the select response items includes incorrect, but plausible distracter choices. Additionally, the answer choices do not stand out due to length or formatting error. Systematic error is also not a factor in the answer key because the key does not create a pattern, such that students feel compelled to pick an answer choice because of a pattern in the answers. The grammar of the question stems and answer choices of each item are also in agreement, such that there is not systematic error introduced. The items were carefully checked for grammatical and spelling errors to reduce controllable error and threats to reliability. Additionally, the select response items do not use culturally biased language or expressions, thereby increasing reliability of the test and decreasing systematic error. Finally, there are several test items for each core intended learning outcome to lessen the unintended error on the assessment results and increase reliability of the assessment. If there is only one test item per ILO and the item is missed then it is difficult to tell whether the student did not learn the material or if they answered the question incorrectly because of systematic or random error.

Supply Response Question-

The supply response question is devoid of threats to reliability because it is well constructed adheres to the rules of writing supply response questions. It has explicit directions and the prompt is direct and specifically asks for particular components to fully answer the question. The components are also separated, such that confusion in the organization of the item does not cause systematic error and threats to reliability. When applying the rubric I plan to increase inter-rater reliability by having another rater score the responses and compare each of our scores to ensure that we are grading the item consistently. I will also score responses anonymously and review and revisit the responses after grading them to guarantee intra-rater reliability. If I were to know the names of the students who had written the responses then I would likely have bias in grading and consequently reduce intra-rater reliability. The same can be said for only grading the items and not reviewing them. It is important to revisit graded items

to ensure that I have graded them fairly and consistently, and this process of reviewing reduces intra-rater reliability. Finally, I plan to score all of the responses on the supply response item before moving to another item to ensure intra-rater reliability, consistency, and fair grading. Grading all of the items at once allows me to guarantee that I am approaching each response in the same manner, thereby reducing intra-rater reliability and bias in my grading.

Assessment administration and item analysis:

To reduce potential threats to reliability when administering the assessment I plan to be objective when discussing the assessment, not giving any answers inadvertently. I also plan to read the test aloud as is custom in my classroom and will do so with flat inflection in my voice and body language so that my voice and body language do not give away answers. Students will all be given the assessment at the same time and in the same classroom (with the exception of those students taken to the resource room because of accommodations associated with their IEPs) in order to reduce systematic error that could play a role if the test were given at different times for each student. I will also reduce distracters for students by having them use study carrels, thereby reducing random error that might factor into the test if a student is distracted.

When analyzing the results of the test through a process of item analysis I plan to look at the results of each item and determine whether each item appropriately distinguished between students who knew the items and students who did not. I will also map the answers on the test items back to the ILOs, taking into consideration the cognitive level and content assessed by the item to better interpret the results of the test. If there is an item that students that few students performed well on I will revisit my teaching to determine if I taught the material correctly and look at the item construction to ensure that the item was valid and did not have lurking threats to reliability and/or bias. Therefore, analyzing the assessment will give me exceptional insight into the validity and reliability of the assessment.

Predictive Validity:

Due to the fact that the assessment is aligned with the 3rd Grade SOL standards of learning and both the content and cognitive level of the ILOs are represented in the assessment, the assessment has high predictive validity for success on the items that pertain to Ancient Greece and Ancient Rome on the end of year SOL test. If a student does well on the unit assessment created then they will likely also perform well on the items of the SOL that assess understanding of Ancient Greece and Ancient Rome.

Scoring and Grading Procedures:

The assessment will be graded such that each multiple choice question is worth one point, the short answer question is worth three points, and each word on the Venn diagram is worth one point. The assessment will therefore be worth a total of 29 points. Percentages will be calculated by dividing the number correct by 29 and multiplying by 100.

The short answer question will be worth a total of three points and will be graded using the short and answer checklist (scoring rubric) shown below. A student will receive one point for naming the Ancient government, one point for naming the form of government, and one point for describing the similarity between Ancient Rome and present day US government (both elected officials to represent the people). The scoring rubric developed for the short answer question (#) aligns appropriately with the ILO that the supply-response question is intended to measure. The supply-response question asks students to explain how government in Ancient Rome was similar to the government of present day US, ultimately showing how the government of Ancient Rome influenced present day US government. The rubric also aligns with the supply-response question in that it checks to ensure that students included all components of the question in their response. To answer the question correctly the student must include the name of the form of government that is similar to US government (representative government), the country that used the form of government (Ancient Rome), and the similarity between Ancient Rome and US government (both elected officials to represent the people). Due to the fact that the item is only gauging a comprehension cognitive level, I chose to use a checklist, rather than an analytic or holistic rubric. The analytic and holistic rubrics are generally used for more complex essays or supply response questions. I also chose the checklist rubric because my question specifically asked for three components and I would like to give points for each component. Given the short answer nature of the supply-response item, I felt as though a holistic or analytic rubric was not necessary for the item.

To guard against bias in grading of the assessment I will grade all the multiple choice items together, grading page one of each student's tests together, all of page two together, and so on. I also plan to grade all of the short answer questions together and all of the Venn diagram items together to objectively grade the items and prevent any bias in my grading. Grading in this manner will greatly reduce any intra-rater reliability and increase the objectivity of my grading because I will grade all the items consistently. Additionally, I plan to grade the test in one sitting and then revisit the grading to ensure that I graded it correctly. Revisiting a test after grading is especially important to catch mistakes made and make certain that the supply response question was graded according to the rubric provided.

Short Answer Check list: Answer should include the following.

___ Ancient government= Ancient Rome (1pt)

___ Name of form of government= representative democracy (1pt)

___ Similarity between Ancient Rome and present US government= both elected officials to represent the people (1pt)

Unpacking ILOs Table

<p style="text-align: center;">Intended Learning Outcome:</p> <p style="text-align: center;"><i>Underline the content and circle the word(s) that provides an indication of cognitive level(s)</i></p>	<p style="text-align: center;">Content:</p> <p style="text-align: center;"><i>List the explicit, implied, and conditional content</i></p>	<p style="text-align: center;">Cognitive Level on Bloom's Taxonomy:</p> <p style="text-align: center;"><i>Provide the cognitive level(s) in terms of Bloom's Taxonomy</i></p>
<p>3.1 The student will explain <u>how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</u></p>	<p>Explicit – how the contributions of ancient Greece and Rome have influenced the present world, in terms of architecture, government (direct and representative democracy), and sports</p> <p>Implied – knowledge of present world, comparison and contrast skills</p> <p>Conditional – None</p>	<p style="text-align: center;">Comprehension</p>
<p>3.1(Essential Skill) Locate and use <u>information from print and non-print sources.</u></p>	<p>Explicit- information from print and non-print sources</p> <p>Implied- what are print and non-print sources</p> <p>Conditional- None</p>	<p style="text-align: center;">Knowledge (locate) Application (use)</p>
<p>3.4The student will develop map skills by a) locating <u>Greece, Rome, and West Africa;</u></p>	<p>Explicit – Greece and Rome</p> <p>Implied – knowledge of a map, continents, symbols</p> <p>Conditional – None</p>	<p style="text-align: center;">Knowledge</p>
<p>3.4 (Essential Skill) Identify and locate <u>features on a map and globe.</u></p>	<p>Explicit- features on a map and globe</p> <p>Implied- what is a map, what is a globe</p> <p>Conditional- None</p>	<p style="text-align: center;">Knowledge</p>

<p>3.4 b) describing the <u>physical and human characteristics of Greece, Rome, and West Africa</u>;</p>	<p>Explicit –physical and human characteristics of Greece and Rome</p> <p>Implied – what are physical and human characteristics</p> <p>Conditional – None</p>	<p>Comprehension</p>
<p>3.4 c) explaining <u>how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u></p>	<p>Explicit –how the people of Greece and Rome adapted to and/or changed their environment to meet their needs</p> <p>Implied – what it means to adapt, knowledge of needs that people have</p> <p>Conditional – None</p>	<p>Comprehension</p>
<p>3.7 The student will explain <u>how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>	<p>Explicit – how producers in ancient Greece and Rome used natural resources, human resources, and capital resources in the production of goods and services.</p> <p>Implied –an understanding of natural resources, human resources, and capital resources; understanding about goods and services</p> <p>Conditional – None</p>	<p>Comprehension</p>
<p>3.7 (Essential Skill) Gather, classify, and interpret information.</p>	<p>Explicit- information</p> <p>Implied- ability to interpret and classify</p> <p>Conditional- none</p>	<p>Application (gather & classify) Analysis (interpret)</p>

Table of Specifications

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
how the contributions of ancient Greece and Rome have influenced the present world, in terms of architecture, government (direct and representative democracy), and sports	#10	X Explain #4, #7, Venn Diagram, Supply Response				
information from print and non-print sources			X Locate and Use Research Research Project			
resource materials			X Use Research Project			
information			X Gather, classify Venn Diagram Research Project	X Interpret Research Project		

Greece and Rome	X Locating #1, #2, #3					
features on a map and globe	X Identify and locate Formative: Questioning during lesson					
physical and human characteristics of Greece and Rome		X Describing #13, Venn Diagram				
how the people of Greece and Rome adapted to and/or changed their environment to meet their needs		X Explaining #8, #9, #11				
information from print and non-print sources			X Locate and use Research Project			

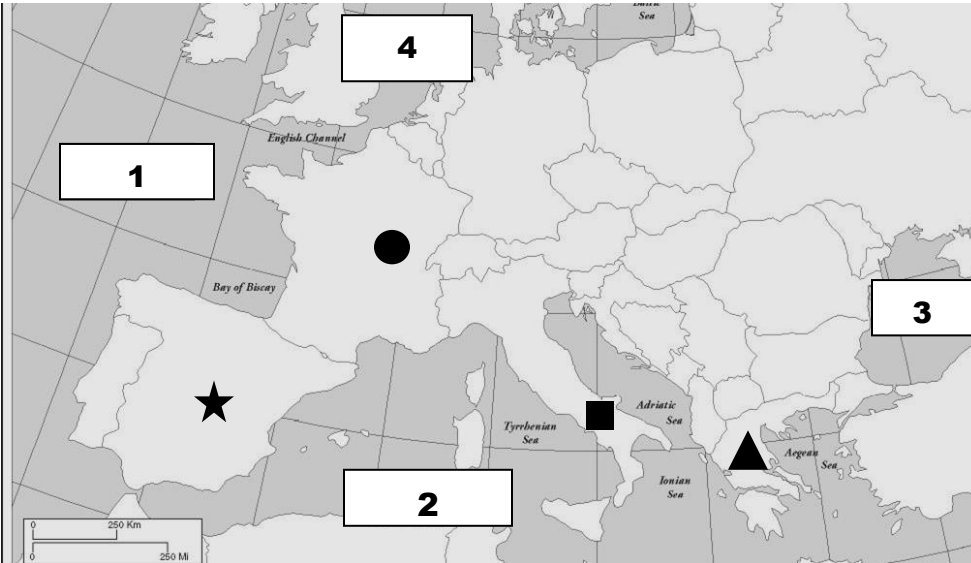
how producers in ancient Greece and Rome used natural resources, human resources, and capital resources in the production of goods and services.		X Explaining #5, #6, #12	X Gather, classify Venn Diagram			
information				X Interpret Research project		
data					X Draw conclusions and make generalizations Worksheet on resources used in Ancient Greece and Ancient Rome	

Name _____ # _____ Date _____

Test: Ancient Greece and Ancient Rome

Multiple Choice Questions

Use the following map to answer questions 1 and 2.

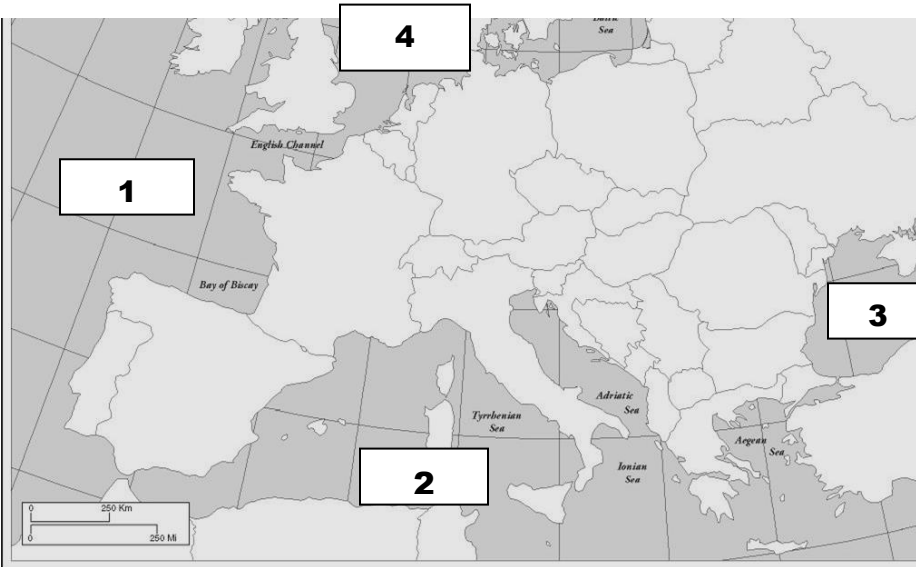


1. Look at the map of Europe above.
Which symbol shows where Greece is located?

- A. ■
- B. ★
- C. ▲
- D. ●

2. Look at the map of Europe above.
Which symbol shows where Rome is located?

- A. ■
- B. ★
- C. ▲
- D. ●



3. Look at the map above.
Which number shows where the Mediterranean Sea is located?

- A. 1
- B. 2
- C. 3
- D. 4

4. Which of the following pictures shows how Ancient Greece architecture has influenced present day architecture?

A. Capitol Building



B. House



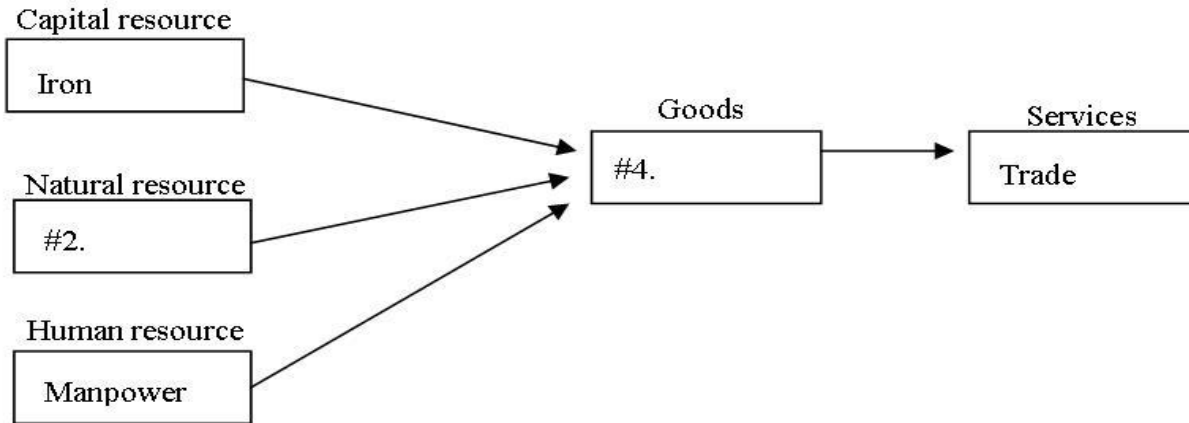
C. Tree house



D. City skyscraper



Production of Goods and Services in Ancient Greece and Ancient Rome



Look at the picture above about the production of goods and services in Ancient Greece and Ancient Rome to help you answer questions 5 and 6.

5. Choose the following word that fits in the empty box labeled #2 to best complete the chart.

A. Water
B. Wood
C. Coal
D. Oil

6. Choose the following word that fits in the empty box labeled #4 to best complete the chart.

A. Buses
B. Trains
C. Ships
D. Cars

7. Which of the following pictures shows how Ancient Roman architecture has influenced present day architecture?

A. Log cabin



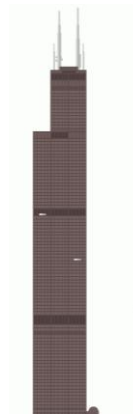
B. College building



C. Entrance to tunnel



D. Skyscraper



8. The picture below shows a structure in cities in the Roman Empire. Why was the structure important?



- A. It carried soldiers to war in other countries.
- B. It carried water to places within the city.
- C. It was a place where sporting events took place.
- D. It was a place where people worshipped.

9. The people of Ancient Greece adapted to their environment in all of the following ways **EXCEPT**:
- A. They built ships to trade on the Mediterranean Sea.
 - B. They farmed and grew several crops.
 - C. They fished in the Mediterranean Sea.
 - D. They built roads to travel and trade.
10. Every four years, the Olympics are held so that athletes from around the world can compete peacefully in sporting events. Where did the Olympic Games begin?
- A. Rome
 - B. Egypt
 - C. Mali
 - D. Greece
11. The people of Ancient Rome adapted to their environment in all of the following ways **EXCEPT**:
- A. They farmed on the limited rich soil.
 - B. They fished in the Mediterranean Sea.
 - C. They built homes made of clay and mud.
 - D. They built roads to travel and trade.
12. Olives and grapes were important _____ resources in Ancient Rome.
- A. natural
 - B. capital
 - C. human
 - D. service

13. The people of Ancient Greece and Ancient Rome were _____, _____, and _____.

- A. blacksmiths, farmers, fishermen
- B. farmers, fishermen, shipbuilders
- C. fishermen, blacksmiths, shipbuilders
- D. shipbuilders, blacksmiths, weavers

Short answer:

1. Which government, Ancient Greece or Ancient Rome, was more similar to the form of government we have today in the United States?

Ancient Rome_____

b. What is the name of the form of government?

representative democracy_____

c. How is this government more similar to the U.S. government?

both elected officials to represent the people_____

Use the Venn diagram below to place each of the following words in the correct location. Decide if each word belongs to both, just Greece, or just Rome. Cross off the words as you use them.

- | | | | |
|-------------------------|--------------------------|-------------------|----------------------------|
| birthplace of democracy | built on hills | Colosseum | Direct democracy |
| farmers | first used columns | first used arches | near the Mediterranean Sea |
| Olympics | Representative democracy | Parthenon | shipbuilders |
| | | | traders |

