Maria Saucedo School Mr. Krause

Social Studies Period 3

**High Stakes Testing Unit Final Project**

Part 1 Description: **Group Project**

In order to demonstrate your knowledge of the High Stakes Testing unit, you will be required to create your own exam! The class will be broken into groups of 4-5 students. Each group will be responsible for turning in a 21 question final exam with attached answers. You are to dedicate 7 questions for each one of the learning activities for the unit. Your 7 questions must include:

**-3 Multiple Choice Questions**

**-2 True/False Questions**

**-1 Fill in the Blank Questions**

**-1 Short Answer Questions**

Your questions must also cover relevant information regarding the unit (The important stuff) and answer the essential question for each unit. I have included the essential questions at the end of this sheet in case you forgot! **This assignment will be due May 21st**. I will allow plenty of in class time for you to work in your groups together.

Part 2 Description: **Individual Assignment**

Along with your group project, you will also be creating your own ***individual*** exam. Each student in the class will create their own 10 question exam about High Stakes Tests. Your questions are to be written to expose the negative consequences of High Stakes Test. The questions should be ***10 multiple choice questions, with the answers attached.*** You may use some of the readings from the 3 learning activities, as well as some additional readings I will provide you with to get your information for your questions. **This assignment will be due May 21st**. I will be available during all class sessions to give you assistance and keep you on course!

Part 3 Description: **Class Field Trip**

The grand finale of our unit/final exam will be a class field trip! We as a class will be going to the Chicago Public School Board meeting on **May 28th**. I have booked enough speaking slots for all of you to speak directly to the board. During your speaking slot, you are to present your 10 question exam to the board, and encourage them to make these questions apart of the mandatory High Stakes Tests that they implement in our community. If any student is unable to get permission to attend, then they may write a 3 page persuasive essay to the school board on why their 10 question quiz should be a part of High Stakes Testing in Chicago.

**Essential Questions:**

Activity 1: What is the history of High Stakes Testing?

Activity 2: How has High Stakes Test’s aided in creating a system of advantages and disadvantages for certain groups

Activity 3: How does society justify these advantages and disadvantages?

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area | Outstanding  (A= 67.5-75) | | | Great  (B=60-67) | | Average  (C=52.5- 60) | | Needs Improvement (D/F=52-0) | | Score |
| Group Project  (75 Points) | -Participation in group was equal and ideal  -Group presented 21 questions that were relevant to the unit and were comprehensive of all unit material  -The questions were free from grammatical and spelling errors  -The questions all together answered the essential question for the unit | | | -Participation in group was mostly equal with some members contributing more or less  -Presented 21 questions which were mostly relevant to unit material, a few components were missing from unit.  -The questions were mostly free of grammatical and spelling errors, with minor mistakes  -The questions all together mostly answered the essential unit question. Some aspects need improvement | | -Participation in group was unequal, with certain members contributing minimally or excessively.  -Presented 21 questions which were not relevant to the unit, major components were missing or vague.  - The questions had substantial grammatical and spelling errors, with abundant mistakes  -The questions all together did not answer essential unit questions, or needed much elaboration on them | | -Participation in group was minimal, with all group members contributing minimally  -Presented less than 21 questions  -Presented 21 questions that did not have any relevance to unit, no major components were included  -The questions had no proofreading and were not intelligible.  -The essential questions were not addressed. | |  |
| Area | | Outstanding  (A=13.5-15) | Great  (B=12-13.5) | | Average  (C=10.5-12) | | Needs Improvement (D/F= 10- 0) | | Score | |
| Individual Assignment  (15 points) | | -Student submitted 10 multiple choice questions that clearly conveyed the negative consequences of high stakes tests  -Student created questions which had strong and clear connections to unit reading materials  -Questions were free from grammatical and spelling errors | -Student submitted 10 multiple choice questions that mostly conveyed the negative consequences of high stakes tests  -Student created questions which had good connections to the unit reading materials  -Questions had some minor grammatical and spelling errors | | -Student submitted 10 multiple choice questions which somewhat conveyed the negative consequences of high stakes tests.  -Student created questions which had vague connections to the unit reading materials  -Questions had major grammatical and spelling errors | | -Student submitted 10 multiple choice questions which did not convey negative consequences of high stakes tests.  -Student did not submit 10 multiple choice questions  -Student created questions which had no connections to the unit reading materials.  -Questions were not proofread, and unintelligible | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Area | Attended (5 points) | Presented (5 points) | Total |
| Class Field Trip (10 points) | Student was punctual and attended the in class field trip | Student was engaged and presented their quiz to the school board |  |

Final Project: Why it’s relevant?

This project is relevant and vital to the unit because it puts the student in the driver seat of their own success. The student is directly in charge of creating the final examination as well as demonstrating their knowledge of the unit and learning activities. As opposed to the traditional method for final examinations which usually involves a dry, irrelevant multiple choice exam, this alternative drives the student to think critically, work with themselves, others and their community. They will not only create their own exam, they will also create an individual quiz exposing the ills of high stakes testing. The aim of this component is to allow the student to think critically on a precedent (high stakes testing) that has begun to be accepted as a normal rite of passage and means of evaluation. The students will then put their learning into action by attending a local CPS school board meeting and present each one of their High Stakes Tests to the board members, with hopes of having them adopt it to their current roster of High Stakes Tests. The aim of this component is to teach the students to work together in a communal setting, identify a problem which specifically affects them, and put their knowledge and education into action, with hopes of creating positive change. This concept is pivotal for the students to experience because it relays to them the message that they have a voice, and when they stand together, they are powerful. This is relevant to their community because for so long it has been burdened by oppression on all fronts, especially when it comes to their education and high stakes testing. Nothing can truly be more empowering then by showing the students that they do have the strength and agency to change their situation, and society if they band together. All in all this will provide to be a fruitful and compelling learning experience that is permeated with the tenets of social justice teaching and critical problem solving pedagogy.