

Assessment Tune-up

Presented by TCI

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"I introduce the essential question at the beginning of the unit and try to reinforce it often. I write it on a big piece of paper above the door. I have students put it on the title page of their Interactive Student Notebooks. And I constantly refer to it when we debrief an activity."

— High School Teacher

Step 1. Develop an essential question for the unit. Determining a relevant and engaging question to pose to students at the beginning of a unit sounds deceptively simple. Even though it is just a single question, it is what defines the focus of your entire unit. Prior to crafting an essential question, it is imperative that you have already determined your unit topic, narrowed its scope and emphasis to reflect key standards and learning outcomes, and gathered resources you might include. The essential question, then, will help you determine which lessons and content should be included in the unit, and will also determine the focus of your assessment.

If a lesson or topic does not help students answer the essential question, it should not be included. Just as in the movies, if a scene does not move the plot forward, it ends up on the editing-room floor. Thus, the question helps you focus your efforts, make tough choices, and ensure that you—and ultimately your students—have a clear sense of how all the parts of the unit come together.

Criteria for a Good Essential Question Not all essential questions are equally effective. Here are some criteria to consider when determining the essential question for a unit:

Does it move students to a deeper understanding of the standards addressed in the unit? An essential question must be crafted so that it provides students an opportunity to reach a deeper understanding of key standards. If the focus of the question is too narrow, it may not push students to fully synthesize what they have learned. For example, for a unit on civil rights, the question, *What roles did Malcolm X and Martin Luther King play during the civil rights movement?* certainly focuses on two key figures who are likely mentioned in your standards. However, it is too narrow to bring into play all the essential concepts and content you will cover in the unit, and students may respond by citing facts rather than synthesizing the information. A better question might be, *Was the civil rights movement successful?* This gives students the chance not only to tell what happened to whom and how, but also to evaluate the impact of those events.

Students prepare their "actor" for a press conference where historical figures will debate the essential question, *Can people be trusted to govern themselves?*



Is it provocative? The very wording of the essential question should provoke students to reflect and want to start responding. A cautious question will not entice students to argue, whereas a bold question sustains discussion over several weeks. For example, for a unit on the rise of democracy in Europe, you might consider the question, *What are the advantages and disadvantages of democratic government?* A more engaging question to elicit the same ideas might be, *Can people be trusted to govern themselves?*



Is the question stated simply and clearly? The simpler the question, the better. For a unit on World War I, you might be tempted to pose a lengthy question that obviously covers several key points: *Considering the motivations and circumstances that led up to the war, the carnage that ensued, and the Versailles Peace Treaty, was World War I fought for good reason?* A simpler question with the same thrust might be, *Was World War I a just war?*

Is it arguable from different points of view? If an essential question is to be truly effective, students must be able to answer it in more than one way. If they cannot argue different sides of the question, or if the evidence presented leans too heavily to one side, there is little point in posing the question. No one wants to participate in a debate that is fixed; if it is, students will lose interest and fall back on regurgitating information. For example, consider the question, *Why was American imperialism at the turn of the century wrong?* A better question that lends itself to argument would be, *When is it appropriate for the United States to intervene in the affairs of other nations?* Pose an arguable question, and let the students make up their own minds. The objective is for students to learn the skills of using evidence, forming sound arguments, and generating their own knowledge.

Does the question prompt students to synthesize and evaluate information? The question should encourage students to see the big picture, weigh evidence, and form an argument. For example, a question like *Were the 1920s really “roaring” and the 1930s really “depressing”?* encourages students to synthesize and evaluate information from the unit and generate their own conclusions.

Is it easily broken down into teachable sections? Craft the essential question so that it can be broken down into smaller, more manageable parts. These parts, or sections, should allow students to reflect on the question, explore it from different angles, and gather evidence for their answer. For example, the question, *Was World War I a just war?* could be divided into sections on *Just Causes*, *Just Means of Warfare*, and *A Just Peace*.

The table on the following page lists some examples of essential questions for both U.S. and world history.

Provocatively phrased essential questions will engage students and elicit varied responses.

United States History

Review of the Early United States: *“The period between 1760 and 1865 was created by the elite, for the elite.” Do you agree or disagree?*

The Constitution: *Can people be trusted to govern themselves?*

Manifest Destiny: *Was manifest destiny just?*

The Civil War: *Should the North and the South reconcile their rocky marriage or get a divorce? Or, Did the Civil War create a more perfect union?*

The Industrial Revolution and the Progressives: *Do you agree or disagree with Calvin Coolidge’s quote, “What’s good for business is good for America”? Or, Is progress good?*

Immigration: *Is immigration a benefit or a detriment to the United States?*

The 1920s and the Great Depression: *Were the 1920s really “roaring” and the 1930s really “depressing”? Or, “The 1920s were to the 1930s like a wild party is to the day after the party.” Do you agree or disagree?*

World War II: *Was World War II really a “good war” for the United States?*

The Cold War: *Should the United States be praised or condemned for its efforts in the Cold War?*

The Civil Rights Movement: *Was the civil rights movement a “smashing” success? Or, Should Americans use nonviolence or “any means necessary” to rectify social injustice?*

Women’s Rights: *“Since the 1800s, women have not made significant progress in obtaining equality with men.” Do you agree or disagree?*

World History

Early Humans: *What makes us human?*

Ancient Mesopotamia: *What does it mean to be civilized?*

Ancient Egypt: *“Contrary to popular belief, Egypt was actually not among the most important ancient civilizations.” Do you agree or disagree?*

The Roots of Western Civilization: Hebrews, Greeks, and Romans: *What is the best set of rules for people to live by?*

The Fall of the Roman Empire: *Is the United States now in the position that the Roman Empire was in during its final years?*

Imperial China and Feudal Japan: *Was imperial China really more advanced than feudal Japan and Europe?*

Empires and Kingdoms of Sub-Saharan Africa: *Did contact with non-African civilizations (Europe and the Middle East) help or hurt the kingdoms and empires of sub-Saharan Africa?*

Civilizations of the Americas: *“The Spanish conquest marked the beginning of a dark age in the history of the Americas.” Do you agree or disagree?*

The Rise of Democracy in Western Europe: *Can people be trusted to govern themselves?*

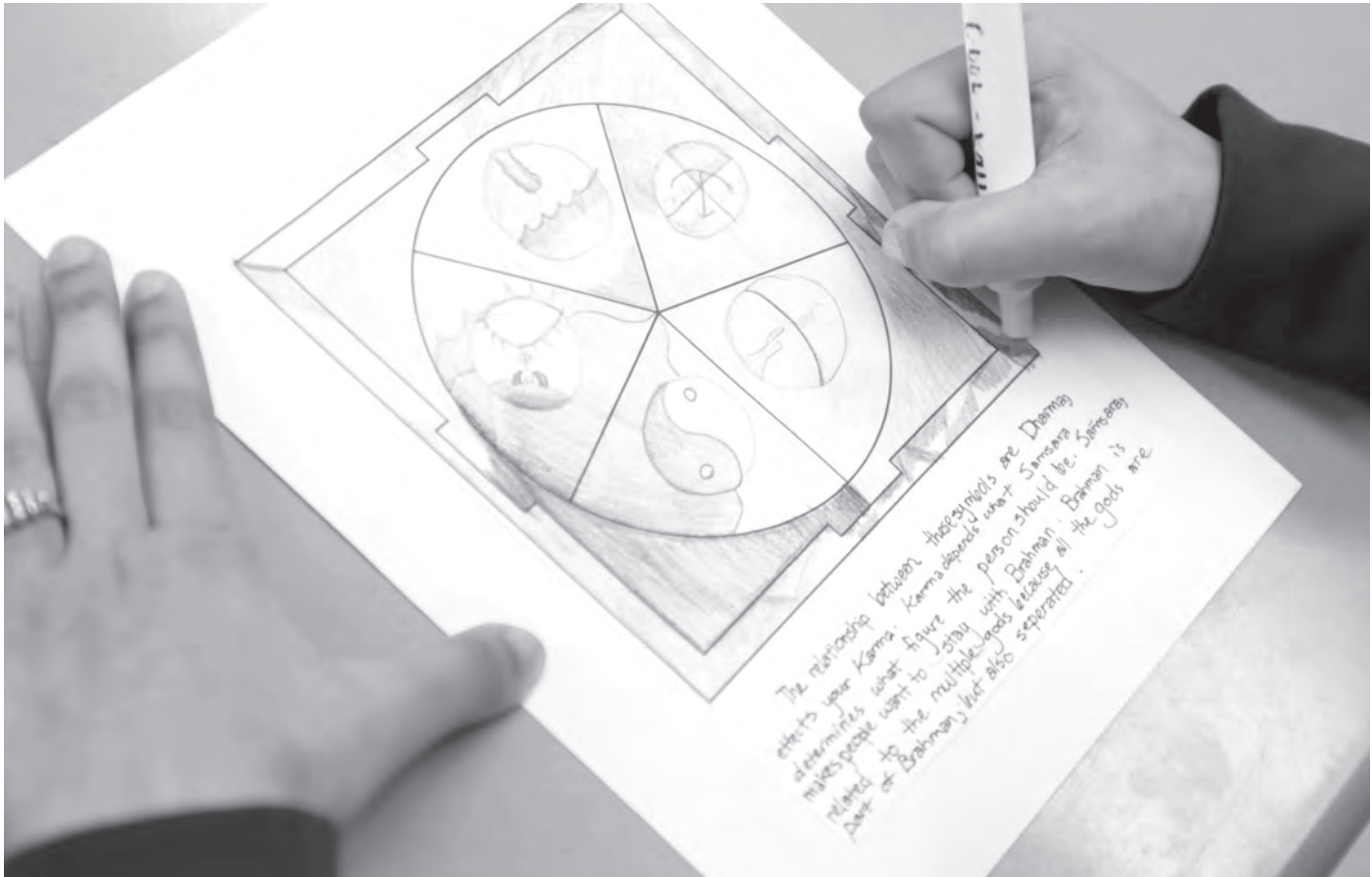
The Rise and Fall of the Soviet Union: *Did communism improve life?*

Modern Africa: *What unifies modern Africans?*

The Modern Middle East: *What is the best way to achieve peace in the Middle East?*

Modern China and Japan: *Did life in the modern era improve in China and Japan?*

Processing Assignment



Processing assignments challenge students to show their understanding of new ideas in a variety of creative ways. For example, the photo above shows how a student represented her understanding of the five main beliefs of Hinduism by creating a mandala. Students say assignments like these make the most important information “stick” in their memory.

Introduction

Processing assignments are lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. Simply recording notes on a lesson does not mean students have learned information. They must actively do something with the information if they are to internalize it. In the TCI Approach, Processing assignments take students beyond low-level regurgitation of facts and details, instead challenging them to complete tasks that incorporate multiple intelligences and higher-order thinking skills.

There are many different and engaging ways to help students process new ideas. They might transform written concepts into an illustration or flow chart, summarize the main point of a political cartoon, or organize historical events into a topical net. They might state their position on a controversial issue, wonder about hypothetical “what if” situations, and pose questions about new ideas presented in the lesson. For each Processing assignment, the intent is to have students *actively apply* what they learned in a lesson so that you—and they—can assess their understanding. Processing assignments, like Preview assignments and graphically organized Reading Notes, are recorded in the Interactive Student Notebook (further discussed in “Using the Interactive Student Notebook,” page 162).

Examples of Processing Assignments

Following are a wide variety of Processing assignments, with representative examples linked to specific content. You will notice that some of the formats are similar to those suggested for graphic organizers in Reading Notes (as discussed on pages 96–101). Others replicate the form of writing assignments that are described for Writing for Understanding (pages 56–65), although Processing assignments are typically less complex than the pieces that students do in Writing for Understanding lessons.

Advertisements Students can design advertisements that represent migration, settlement, or the significance of a specific site.

Examples

- Create a classified advertisement that would appeal to 19th-century immigrants looking for job opportunities in the United States. Include a title written in bold letters and at least three job listings. For each job listing, include a catchy heading, a two-sentence description of the job, and an appropriate visual.
- Create a page from a travel book that travelers might use to find information about unfamiliar customs of India. The page should contain a title, brief descriptions of three customs, colorful visuals, and other creative touches.
- Design a real estate advertisement that would encourage people to move to Constantinople in the sixth century.

Address Multiple Intelligences

Processing assignments can tap into visual-spatial intelligence by including graphs, maps, illustrations, pictowords, and visual metaphors; musical intelligence by asking students to compose a song or react to a piece of music in writing; intrapersonal intelligence by allowing students to reflect on how concepts and events affect them; interpersonal strengths by serving as a place to record group discussions and project notes; and logical-mathematical intelligence through the use of graphs, charts, and sequences.


FANTASTIC JOB OPPORTUNITIES FOR IMMIGRANTS



No skill necessary!
We will train you.

Steel mill owner needs hundreds of workers for all shifts. Carnegie steel is willing to provide lodging in company town for those willing to operate Bessemer furnaces.

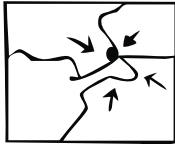
COME TO CONSTANTINOPLE!



Only Constantinople has:

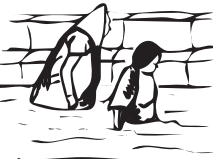
- 13 miles of walls for protection!
- water on 3 sides of the city!
- control of the Bos Porus Strait!
- stable successions of emperors!
- control of the eastern Roman empire!

"I'm not just a citizen of Constantinople - I'm also the emperor!"
- Constantine



LOCATION
LOCATION
LOCATION

Custom of India



Pilgrimages: If you are traveling near rivers, especially the Ganga River, you might notice people bathing in the water. These are pilgrims, people who have journeyed to a holy place. Hindus make pilgrimages to experience God and to make up for their sins.

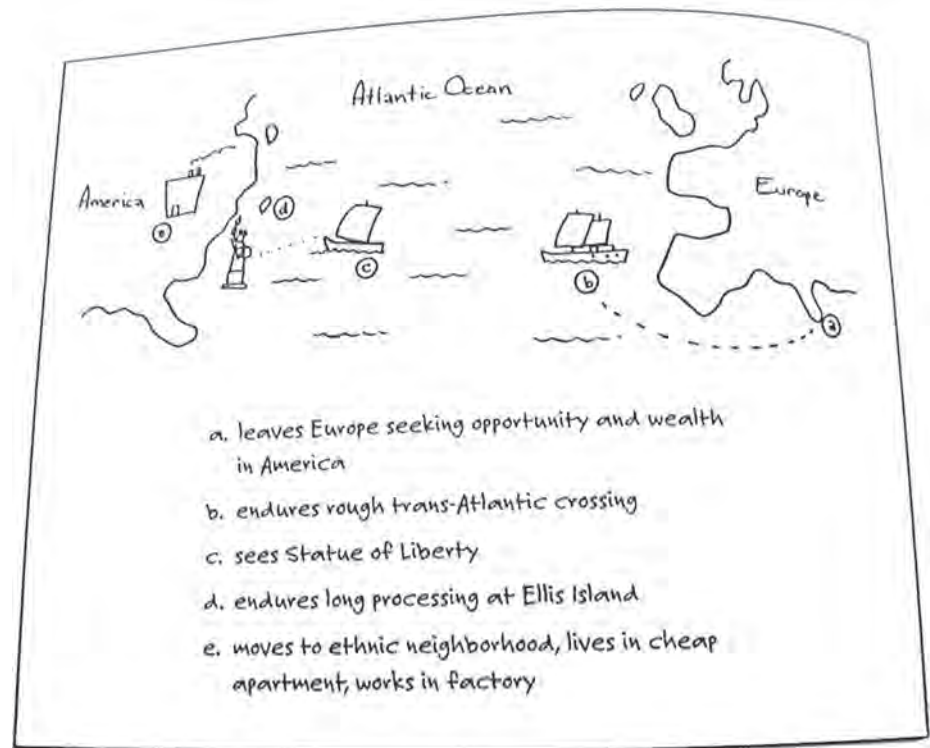
Model Assignments

Innovative assignments like these will be new to most students. To set students up for success, model each new type of assignment. Before asking them to create a sensory figure, for example, model one on an overhead transparency.

Annotated Illustrations Students could make annotated illustrations to recount a story of travel or migration, to represent a specific moment in time, or to label architectural features.

Examples

- Create a simple illustration of an Inca village. Below your illustration, write a description of a day in the life of a commoner from sunup to sundown.
- Draw a mosque and label its parts.
- Make an annotated illustration of an immigrant's journey from Europe to settlement in the United States.



Book or Compact Disk Covers Students might design covers for books or compact disks to highlight and illustrate important concepts.

Examples

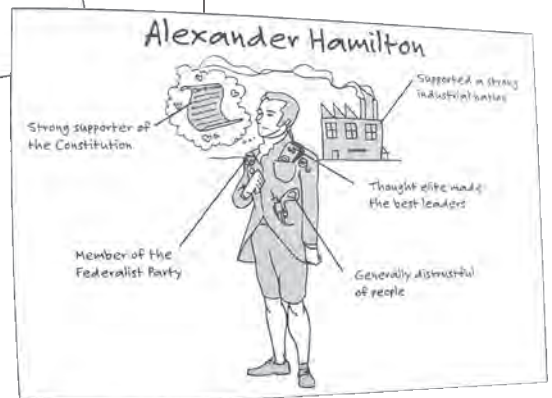
- Create a compact disc cover for the song “La Discriminación.” The cover should include a title and visuals that illustrate important themes and issues in the song.
- Using both words and graphics, create a cover for an issue of *National Geographic* that highlights archaeological discoveries made at Mohenjo-Daro. The cover must include an imaginative subtitle, visuals of three artifacts, and brief captions that explain what each artifact reveals about daily life in Mohenjo-Daro.
- Design a cover for *Common Sense*. Include on the front cover a two-sentence summary of the life and experiences of Thomas Paine, a quotation from *Common Sense* with a one-sentence explanation of what the quotation means, and three comments from other revolutionary leaders.



Caricatures Students could draw a caricature to represent the main characteristics of a group, or to convey how an individual or group is or was perceived by another group.

Examples

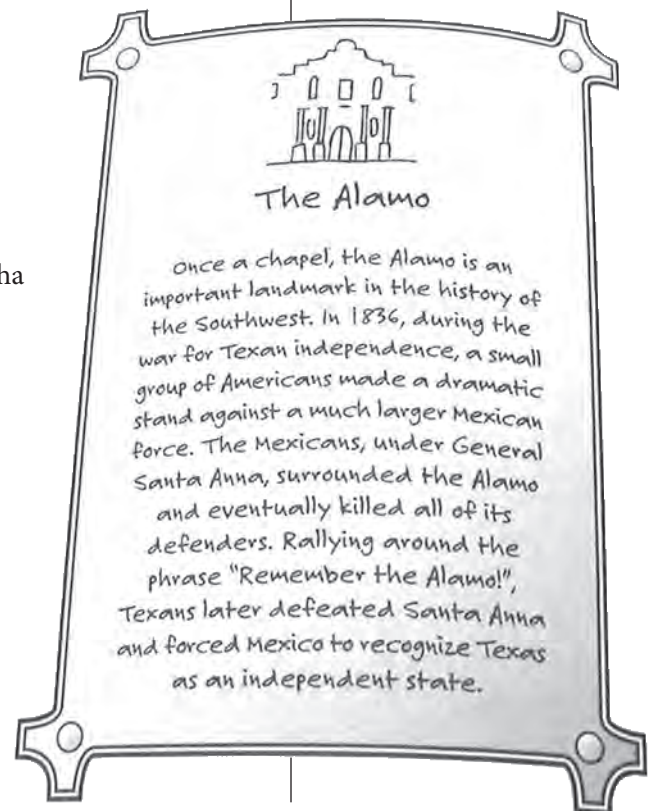
- Draw a caricature of a European immigrant at the turn of the century. Label the immigrant's clothes, possessions, and body parts to show what a typical immigrant might have felt or expected upon arriving in America.
- Draw a caricature of Christian armies during the Crusades from a Muslim perspective.
- Draw a caricature of Alexander Hamilton. Label aspects of the caricature to show his views on these topics: the nature of human beings, best type of government, political parties, ideal economy, and the Constitution.



Commemorative Markers Students can design and create plaques or markers to commemorate and summarize the significance of important places and events.

Examples

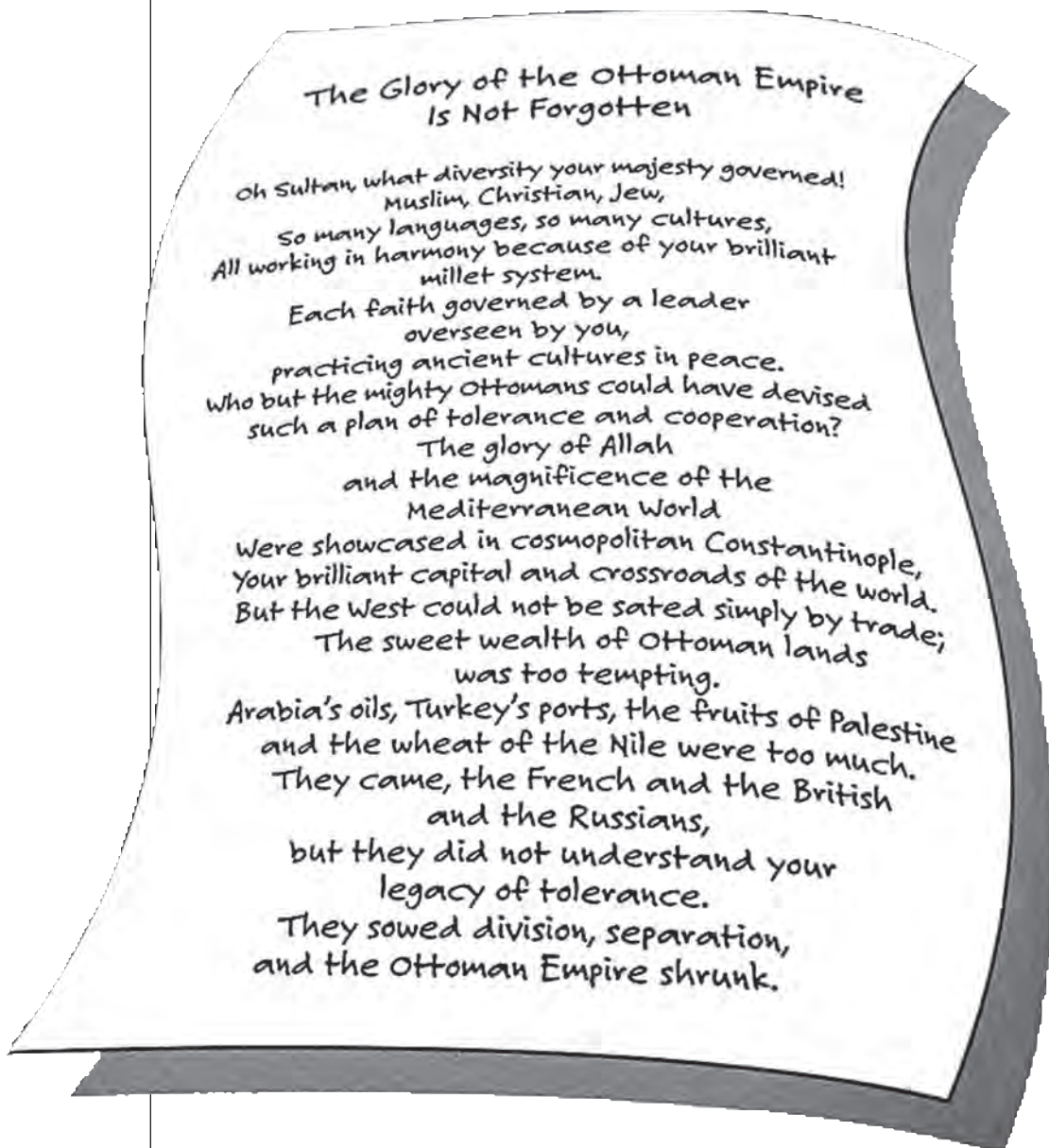
- Create a marker to commemorate the Alamo. The marker should include a drawing of the Alamo, a succinct summary of events that transpired there in 1836, and an explanation of the Alamo's significance in the history of the Southwest.
- Create a marker to commemorate the birthplace of Siddhartha Gautama, the Buddha. The marker should include a picture of Siddhartha from some stage in his life, a short biography, an explanation of how the Buddha's life influenced the history of Asia.



Eulogies Students can write eulogies to extol the virtues of prominent historical figures or civilizations.

Examples

- Write a eulogy for the Roman Empire that summarizes the accomplishments of the empire and describes how those accomplishments—in law, architecture, art, and government—are regarded in the world today.
- Write a eulogy for Susan B. Anthony, including an appropriate inscription for her tombstone.
- Write a eulogy for the Ottoman Empire that contains the following words: *millet system, Muslim, sultan, diversity, peace.*



Facial Expressions By drawing heads with pertinent facial expressions and related thought bubbles, students can summarize the feelings of groups who have different perspectives on a single topic.

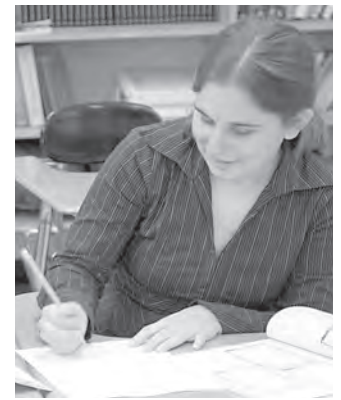
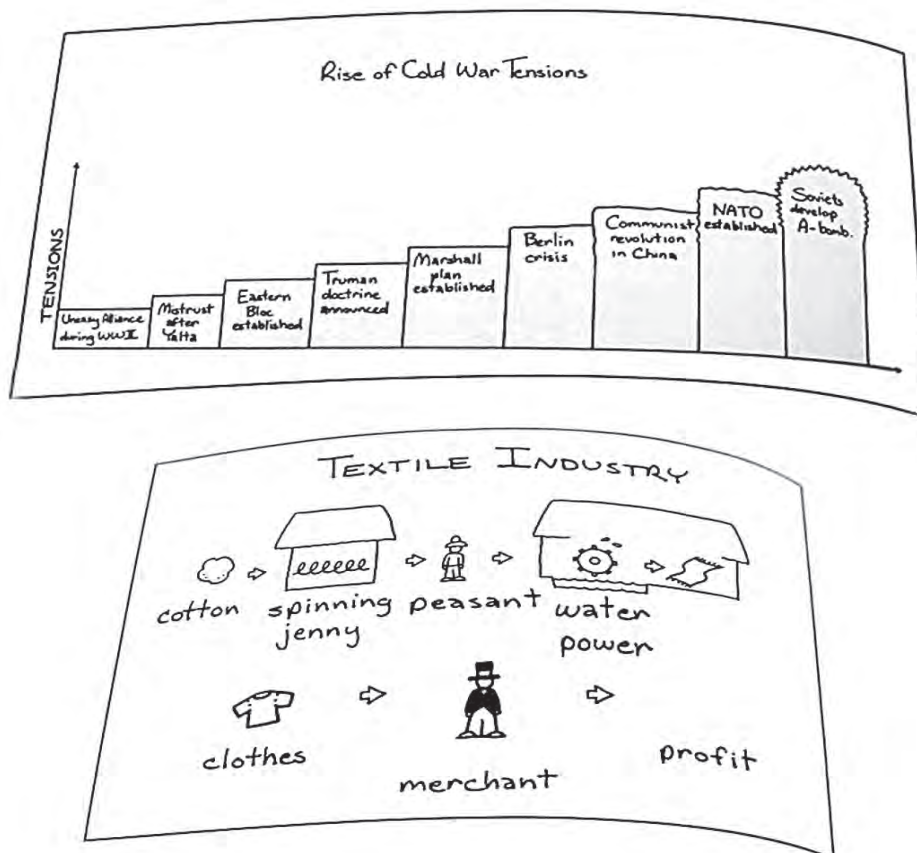
Examples

- Draw heads and show the facial expressions of the negotiators from each country represented at the Paris Peace Conference at the end of World War I. Make thought bubbles revealing each leader's goals for the peace treaty.
- Draw heads and show facial expressions to represent the feelings that hawks, doves, military leaders, and war protesters had about the Vietnam War in 1969. Make thought bubbles above the heads to show what each group might be thinking.
- Draw heads and show facial expressions to represent the feelings of the Mongols, the Chinese government, and the Chinese peasants after the Mongol invasion. Make thought bubbles above the heads to show what each group might be thinking.

Flow Charts Students can draw flow charts to represent causal relationships or to show steps in a sequence.

Examples

- Create a chart with simple drawings showing the growth of the textile industry.
- Create a flow chart showing the cause of the Russian Revolution.
- Create a flow chart showing how the Cold War intensified from 1945 to 1949.



“Processing new content draws kids into social studies because these assignments are crafted with special attention to all intelligences.”

— High School Teacher

Forms of Poetry Students might write a poem, perhaps in a specified style or format, to describe a person, place, event, or the feeling of a moment.

Examples

- Using the word *depression*, write an acrostic that describes the impact of the Great Depression.
- Write a biographical poem on the Buddha that follows this format:
 Line 1: First and last name
 Line 2: Four adjectives describing the Buddha
 Line 3: Relative (son, daughter, husband, wife) of...
 Line 4: Resident of (city, and/or country)...
 Line 5: Who lived from (year to year)
 Line 6: Who searched for...
 Line 7: Who taught...
 Line 8: Who is remembered for...
 Line 9: First and last name

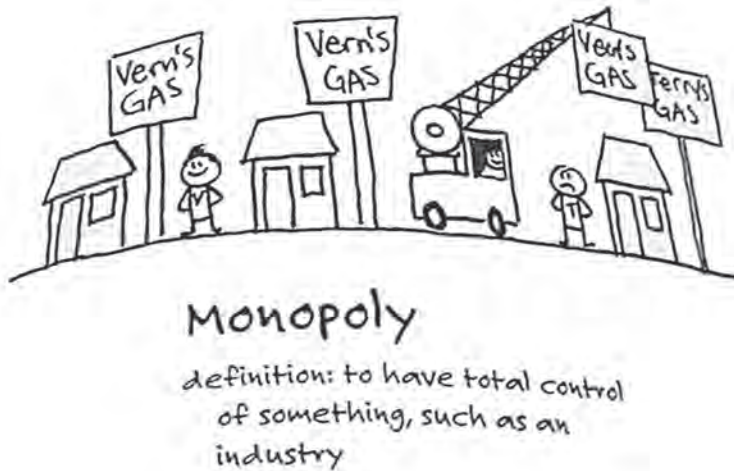
The Buddha
 Siddhartha Gautama
 Pious, experienced, wise, holy
 Son of King Suddhodana and Queen Maya
 Resident of India near the Himalayas
 Who lived during the fifth century B.C.E.
 Who searched for enlightenment
 Who taught moderation through the Eightfold Path
 Who is remembered for developing a belief system
 still important today
 Final name of Buddha means Enlightened One

D evastating
 E conomic collapse
 P overty strikes
 R eality grim
 E verywhere
 S avings lost
 S adness grows
 I nsecurity mounts
 O minous
 N owhere to turn.

Illustrated Dictionary Entries Students can explain key terms in a lesson by making their own illustrated dictionary entries. They define the term in their own words, provide a synonym and an antonym, and draw an illustration that represents the term.

Examples

- Create an illustrated dictionary entry for the term *samsara* (enlightenment).
- Create an illustrated dictionary entry for the term *monopoly*.



Illustrated Proverbs Students can choose a familiar proverb that helps explain complex concepts, and then illustrate the proverb to show how it pertains to the situation they are studying.

Example

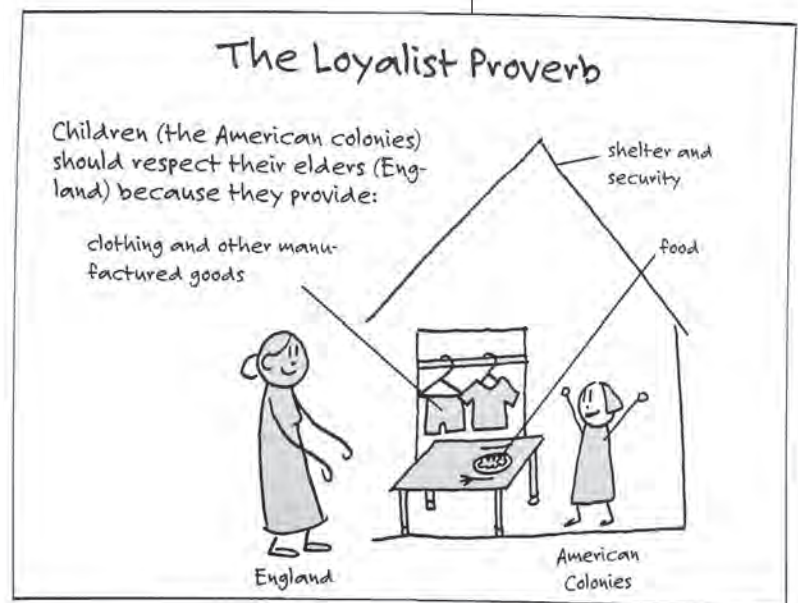
- Complete this statement: “The Loyalist arguments against colonial independence are best represented by this proverb... .” Choose one of the following proverbs or another one familiar to you:

Don't bite the hand that feeds you.

Children should respect their elders.

Don't cut off your nose to spite your face.

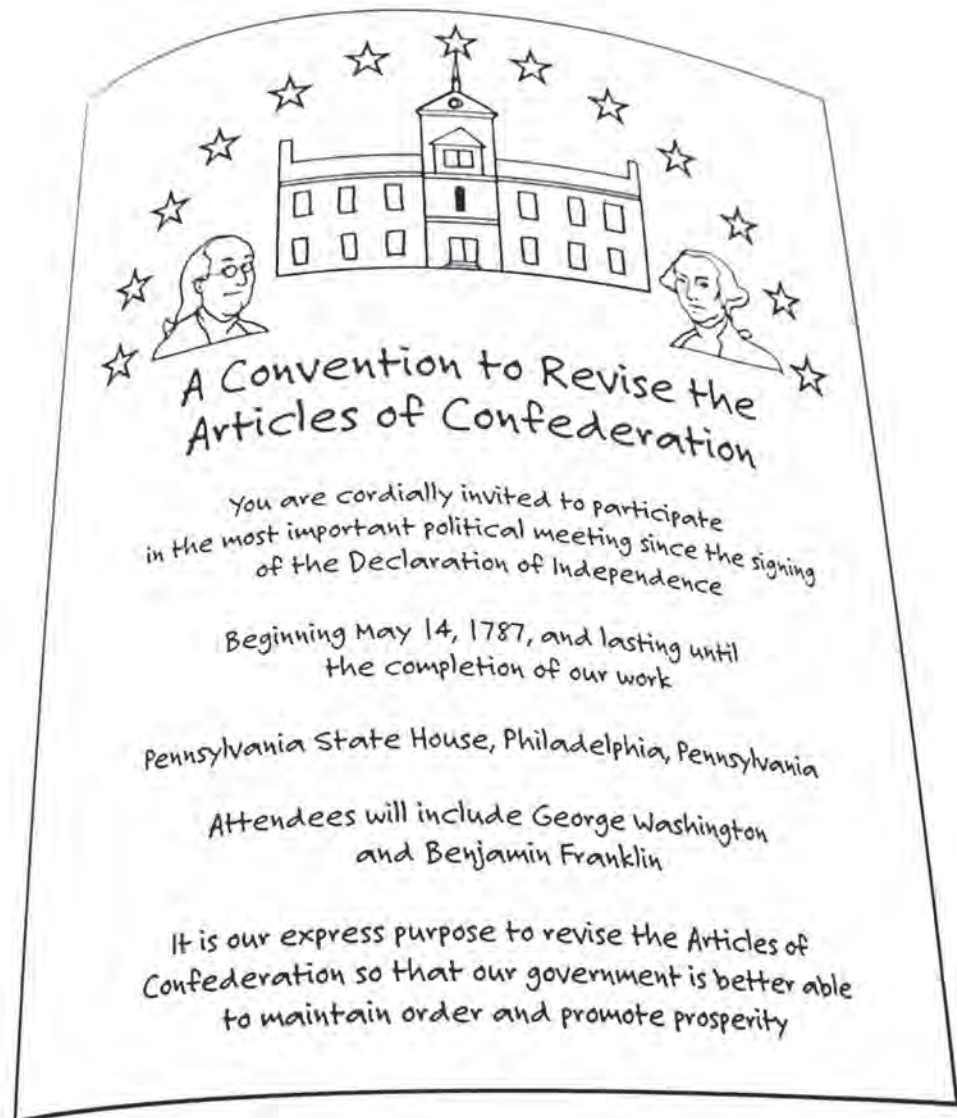
Below the proverb, make a simple illustration to show its meaning and label the historical comparisons.



Invitations Students can design invitations that highlight the main goals and salient facts of important events.

Examples

- Design an invitation to a conference on the allocation of resources from the Brazilian rainforest. The invitation should include the dates and location of the conference, should identify the key speakers, and should state the expected outcomes of the conference. Invitations should include a bold title, an eye-catching visual, and other creative touches commonly used in formal invitations.
- Design an invitation for delegates to the Constitutional Convention. The invitation should include the dates and location of the convention, a list of key delegates, and the expected outcomes of the convention. Invitations should include a bold title, a catchy statement to entice delegates to attend, and other creative touches commonly used in formal invitations.



Journals Assuming the role of a key figure, students write journal entries that recount that person's feelings and experiences, using the language of the era.

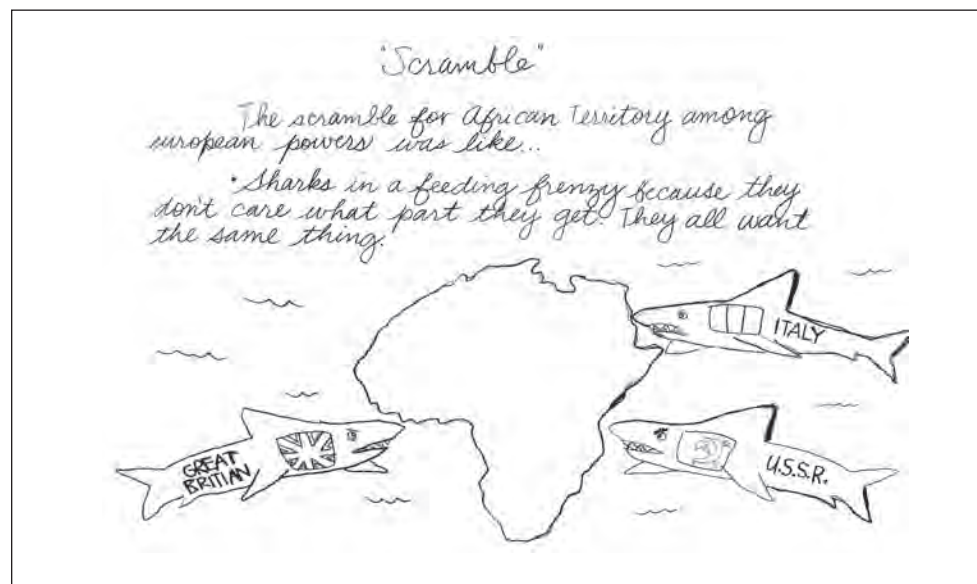
Examples

- Pretend you are a Confederate soldier at the beginning of the Civil War who has relatives living in the North. Explain why you are fighting for the Confederacy and what you will do if you encounter a relative on the battlefield.
- Pretend you are an Arab traveler on the Silk Road to China. Write a log that describes the highlights of your trip.
- Pretend you are a peasant, an aristocrat, or a member of the clergy during the radical stage of the French Revolution. Keep a journal describing how the events of this stage affect you.

Metaphorical Representations Students might illustrate analogies that metaphorically explain difficult or abstract concepts.

Examples

- Complete this statement: "The scramble for African territory among European powers was like... ." Use one of the following analogies or one of your own: *prospectors racing to stake a claim in the gold country; concert patrons clamoring for the best seats; sharks in a feeding frenzy.* Make a simple drawing of your analogy and label the historical comparisons.
- Complete this statement: "The three branches of government under the Constitution are like... ." Use one of the following analogies or one of your own: *a three-ring circus, a football team, a musical band, a three-part machine.* Make a simple drawing of your analogy and label the historical comparisons.
- Complete this statement: "The many changes in communist policies in China were like... ." Use one of the following analogies or one of your own: *shifting winds, a seesaw, a tennis game.* Make a simple drawing of the analogy and label the historical comparisons.



"When I have to write as somebody living in another place and time, it really helps me figure out what people were dealing with back then."

— High School Student

“Perhaps the most basic thing that can be said about human memory, after a century of research, is that unless detail is placed in a structured pattern, it is easily forgotten.”

– Jerome Bruner

Mosaics Students might create mosaics to synthesize information from a broad content area. Within the overall design, they can combine visuals and words on individual “tiles” to represent similarities, differences, and important concepts.

Examples

- Create a mosaic on Latin American demography. The mosaic should include an appropriate title, at least five colors, “tiles” whose sizes and shape convey the importance of the various topics, key words or phrases and a symbol on each tile, and graphics that express imagination and creativity.
- Create a mosaic to summarize key details on how Native Americans adapted to their environment. The mosaic should include an appropriate title, at least five colors, “tiles” containing visuals of various environmental adaptations, key words or phrases that describe each visual, and graphics that express imagination and creativity.

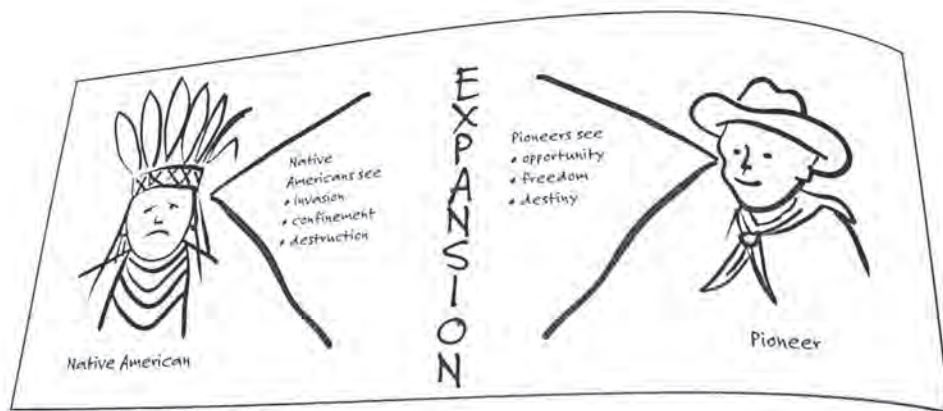
Mosaic of Adaptations Made by Native Americans



Perspective Pieces Students can make drawings or write newspaper articles to represent different perspectives on controversial figures, events, and concepts.

Examples

- Create a Janus figure—a drawing based on the Roman god portrayed with two opposite faces—to represent the English and French perspectives on Joan of Arc. Label each part of the figure and explain its symbolism.
- Design a commemorative plaque for Hernán Cortés from the Spanish perspective. Then, design a Wanted poster for him from the Aztec perspective.
- Write two newspaper articles summarizing the bombardment of Fort Sumter. The first article should represent the perspective of a Union journalist, and the second should represent the opposing Confederate viewpoint.
- Draw a simple representation of a pioneer and a Native American and list their different perspectives on the advantages and disadvantages of westward expansion by white settlers.



Pictowords To help define difficult concepts and themes, students can create pictowords, or symbolic representations of words or phrases that express their meaning.

Examples

- Create a pictoword for *imperialism*.
- Create a pictoword for *escalation*.
- Create a pictoword for *appeasement*.
- Create a pictoword for *fascism*.



Political Cartoons and Comic Strips Students might create political cartoons and comic strips that provide social or political commentary about key events.

Examples

- Create a political cartoon that comments on the relationship between the North and the South on the eve of the Civil War. As symbols for the North and South, you may use siblings, a wife and husband, neighbors, or images of your own.
- Create a comic strip that depicts the steps involved in the silent trading of gold and salt in 10th-century West Africa. Captions or voice bubbles for the comic strip should contain these terms: *North African, Wangaran, Soninke, gold, salt, Sahara Desert, Niger River, Ghana*.



Postcards After studying specific content, students could design and write messages on postcards to summarize information about places or events.

Examples

- Assume the role of a colonist who has settled in one of the thirteen colonies in the early 18th century. Write a postcard to a friend in Europe describing the your colony. Describe the key features of the colony and the colonists' reasons for settling there. Create an image for the reverse side of the postcard that includes drawings, maps, or other visuals that highlight interesting features of the colony.
- After taking a “bus tour” that explores four aspects of life in Mexico City—its history, culture, neighborhoods, and environment—students can design and write a postcard summarizing what they learned.

Posters Students can draw posters to emphasize key points about political ideas, a key figure's point of view, or the reason behind important events.

Examples

- Create a campaign poster that might have been used in the election of 1828. The poster should list Andrew Jackson's qualifications for the presidency, include a memorable campaign slogan, and employ colorful visuals. At the bottom of the poster, include graffiti that opponents of Jackson might have scrawled on such a poster.
- Have students design a Wanted poster for King John. The poster should list grievances the English have against John and the benefit of forcing him to sign the Magna Carta.



Report Cards Graded evaluations are a way for students to assess the policies of leaders or governments.

Examples

- Evaluate the Allies' response during World War II. Give a letter grade (A+, A, A-, B+, and so on) and a corresponding written explanation on each of these topics: policy toward Germany before 1939, effectiveness of military actions, response to the Holocaust, and concern for enemy civilians enduring wartime conditions.
- Evaluate Hatshepsut's performance as a pharaoh. Give a letter grade (A+, A, A-, B+, and so on) and a corresponding written explanation on each of these topics: expanding the empire, fostering trade with other peoples, and balancing the power among different groups in Egypt.

“Learning history this way was much more than a bunch of dates and numbers. There was an understanding of history, rather than a memorization of isolated dates and names.”

— High School Student

Sensory Figures Students make a simple drawing of a prominent figure and label it with descriptions of what that person might be seeing, hearing, saying, feeling, or doing—to convey significant thoughts, feelings, and experiences.

Examples

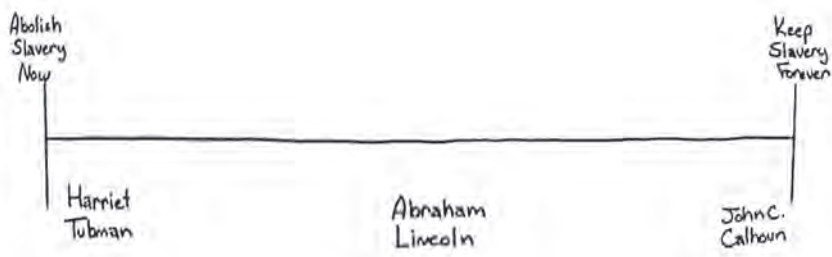
- Create a sensory figure for Mansa Musa's pilgrimage to Makkah.
- Create a sensory figure for Lady Murasaki Shikibu that represents daily life in Japan's Imperial Court during the 11th century.
- Create sensory figures for Malcolm X and Martin Luther King Jr. that show how their different backgrounds and experiences shaped their respective philosophies.
- Create a sensory figure for Elizabeth Cady Stanton after the Seneca Falls Convention.



Spectrums By placing information along a spectrum, students can show their understanding of multiple perspectives on a topic or express an opinion about an issue.

Examples

- Draw a spectrum ranging from *Favors Capitalism* to *Favors Socialism*. Place along this spectrum the major political and industrial figures from 1890 to 1940 that we have studied: Eugene Debs, Henry Ford, Emma Goldman, Herbert Hoover, John L. Lewis, Huey Long, John D. Rockefeller, Franklin Roosevelt, Teddy Roosevelt, and Booker T. Washington. Then write a one-sentence response to support your opinions.



“Students develop graphical thinking skills, and those who were alienated in the conventional classroom are often motivated to understand and express high-level concepts.”

— High School Teacher

- Draw a spectrum ranging from *Abolish Slavery Now* to *Keep Slavery Forever*. Use information from the class discussion and your textbook to place John C. Calhoun, Abraham Lincoln, and Harriet Tubman on the spectrum. Then write a one-sentence justification for your placement of each figure.
- Draw a spectrum ranging from *Praiseworthy Motive* to *Condemnable Motive*. Place along this spectrum each of the five motives for European imperialism: economic, political, religious, ideological, and exploratory. Then write a one-sentence justification for your placement of each motive.

Assessments to Inform Instruction



Challenge students to tap more than just their linguistic intelligence in your assessments. Here, a teacher explains an assessment task in which students will be asked to analyze political cartoons.

Introduction

Effective assessment in social studies emphasizes activities in which students use their various intelligences to both demonstrate and further their understanding of key concepts in authentic ways. Such assessment reinforces learning and students reach a deeper and longer-term understanding of new material. They also perform better on standardized tests because the assessment focuses on cultivating a richer understanding of key concepts, not on test preparation itself. The TCI Approach supports the belief that effective assessment

- **Measures what matters most.** Evaluative activities and tests should focus on key concepts and higher-level thinking, not on what is easiest to assess.
- **Taps into multiple intelligences.** An array of different forms of assessment allows all students the opportunity to show what they know.
- **Involves activities that are indistinguishable from good learning activities.** Assessment activities should be both educational and engaging, involving challenging, real-life problems and tasks.
- **Fosters the habit of self-reflection.** Assessment activities should encourage students to evaluate their own work and to reflect on their own progress.
- **Prepares students for standardized tests.** Assessment should include some questions and tasks similar to those students will encounter on standardized tests, ranging from fact comprehension to skills application and critical thinking and writing.

Assessing Students' Performance During Daily Activities

Effective assessment begins with the assessment of day-to-day activities, which benefits both teachers and students. Regular on-going assessment provides timely feedback on the effectiveness of your instruction. If you can identify what is working for students and what is not, you can adjust your instructional plans accordingly. For students, you are sending the message that every activity is important—not just busywork—and therefore worth assessing. This regular feedback encourages students to apply high standards to all of their work. It also helps students identify their strengths and weaknesses in a safe, low-stakes setting, and encourages them to reflect on ways to improve their future efforts.

You can build assessment into almost any activity in two ways. First, when you begin an activity, take time to make your expectations for students clear and explicit. You can do this orally or in writing—or, when possible, by providing models of finished products. Second, at the end of an activity, allow time for students to reflect on how well they met your expectations, either by asking them to do a self-assessment of their work or by conducting a debriefing with the entire class.

Following are suggestions for assessing four of the specific activity types in the TCI Approach: Visual Discovery, Social Studies Skill Builders, Experiential Exercises, and Response Groups. Ways to assess activities based on Problem Solving Groupwork and Writing for Understanding activities appear later in this section.

Visual Discovery You can assess students' visual literacy skills and understanding of key concepts presented in a Visual Discovery activity based on

- their answers to your questions during the visual analysis.
- their participation in act-it-outs that bring the images to life.
- the thoroughness of their notes in the Interactive Student Notebook.



“Standard pencil-and-paper short-answer tests sample only a small portion of intellectual abilities.... The means of assessment we favor should ultimately search for genuine problem-solving or product-fashioning skills in individuals across a range of materials.”

— Howard Gardner

Giving students regular feedback makes the assessment process a natural part of the classroom experience.



Part of your assessment for Social Studies Skill Builders might focus on each student's ability to work effectively with a partner.

Social Studies Skill Builders As pairs present their work to you for feedback during Social Studies Skill Builders, you can assess

- the quality and accuracy of their written answers.
- each student's ability to work effectively and cooperatively with a partner.
- how well the pair manages their time and stays on task.

Experiential Exercises After you have debriefed Experiential Exercises, you may want to assess your students on

- how well they met your behavior standards and learning expectations.
- their responses to questions during the debriefing.
- follow-up activities in which they connect what they learned in the activity to broader social studies concepts.

Response Groups During Response Group activities, you may want to assess your students on

- participation in group discussions.
- the presenter's ability to clearly express the group's ideas.
- the quality of their written responses.

How to Assess Groupwork Equitably

Assessing groupwork raises many questions: Should group evaluations be determined by the quality of the final product or the process used to create it? Should each student in a group receive the same grade? How do you create individual accountability within a group? What do you do about the student who does very little but whose group does excellent work, or the outstanding student whose group does mediocre work? How do you keep track of the goings-on in all groups so that you can evaluate the groups fairly? What role, if any, should students have in the evaluation process?

Following are five steps for evaluating groupwork activities that address these questions. They give students a clear understanding of how they will be assessed, enable you to hold both individuals and groups accountable, and to make the grading process equitable. One tool for group assessment, the Brag Sheet, is shown to the right.

- 1. Set clear criteria for evaluation.** Tell students they will be assessed not only on the quality of the final product, but also on how effectively they work as a team. This underscores the value of using cooperative skills.
- 2. Make both individuals and groups accountable.** Weigh half of a student's grade on individual contribution and half on the group's performance. Every member gets the same group grade; individual grades differ. In this way, students who do outstanding work in a weak group will be rewarded for their efforts, and students who do little but benefit from being in a productive group will not receive a high overall grade. Importantly, students find this system fair and equitable.

Groupwork Brag Sheet

Name: _____ My role in the group was: _____

Please list all the ways you helped your group complete this task.

Please list all the ways you helped your group work effectively and cooperatively.

Using this scale, evaluate yourself and the members of your group on the criteria listed.

1 (*never*) 2 (*rarely*) 3 (*sometimes*) 4 (*usually*) 5 (*always*)

Name _____	_____ Was your work of high quality?
Comments	_____ Was your work completed on time?
	_____ Did you contribute ideas during group discussions?
	_____ Did you offer assistance to other group members?
	_____ Did you maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was their work of high quality?
Comments	_____ Was their work completed on time?
	_____ Did they contribute ideas during group discussions?
	_____ Did they offer assistance to other group members?
	_____ Did they maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was their work of high quality?
Comments	_____ Was their work completed on time?
	_____ Did they contribute ideas during group discussions?
	_____ Did they offer assistance to other group members?
	_____ Did they maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was their work of high quality?
Comments	_____ Was their work completed on time?
	_____ Did they contribute ideas during group discussions?
	_____ Did they offer assistance to other group members?
	_____ Did they maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was their work of high quality?
Comments	_____ Was their work completed on time?
	_____ Did they contribute ideas during group discussions?
	_____ Did they offer assistance to other group members?
	_____ Did they maintain a positive attitude during groupwork?
	_____ Total

“Brag Sheets are lifesavers in parent conferences. Many parents are leery of group projects and group grading because their child might be ‘held back’ because of the other students, or their child could end up doing all the work. The students’ explanation of their contributions help parents to understand the grade.”

— Middle School Teacher

3. Record notes as groups work and when they present their final products.

Observe groups as they work, and take notes on how well they exhibit cooperative skills and how each group member is (or is not) contributing to the group’s success. Then record notes on the quality of their final product when they share it with the class. In this way, you can quickly formulate a group grade that is based on both how students worked and what they produced.

4. Have students complete self-assessments.

At the end of groupwork activities, have each student complete a Brag Sheet (see page 121), a self-assessment in which they evaluate their contribution to the group as well as the group’s performance. This allows students to reflect on the group’s effort and gives you additional information on which to base your assessment. It also gives students the opportunity to “brag” about their contributions—such as extra work done outside of class—so that their work gets evaluated fairly. Make it clear that Brag Sheets are confidential.

5. Determine group and individual grades.

Use the notes you recorded during the activity plus students’ Brag Sheets to formulate group and individual grades. Base the group grade on how well the group worked together (process) and the quality of what they produced (product). Record the group and individual grades on each Brag Sheet, total them, write comments, and return the Brag Sheets to your students.

How to Assess Writing Assignments Efficiently

Assessing written work can be taxing and time-consuming, especially if you expect to thoroughly review and grade every piece of writing your students produce. Here are some alternatives that will give your students substantive feedback on their writing while saving you from an overwhelming load of paperwork.

Use peer-feedback groups. Having students exchange and review one another’s papers during the writing process minimizes the time it takes you to review rough drafts. Consider providing an Editing Checklist to guide students (see page 123). Reading one another’s work gives students the chance to see a variety of individual writing styles. See page 64 for a complete description of the peer-feedback process.

Grade only final drafts. When students write both a rough draft and a final draft, you might give them some feedback on the rough draft, but actually grade only the final draft.

Use focused grading. Grade for only one or two specific parts of the assignment other than content. For example, you might look for an introduction that grabs the reader’s attention, the quality of supporting details, a good thesis statement, a conclusion that summarizes the main points, rich vocabulary, strong writer’s voice, or organization. Clearly define the criteria for assessment. Or, at the beginning of each assignment, consider *not* telling students which portion you will grade; this will encourage high quality in all areas of their writing.

Use a portfolio system. Develop a portfolio system in which students keep selected samples of their work through the semester. After students complete several writing assignments, have them choose two or three to revise further. Thoroughly grade these “best” writing products. This is an excellent way to monitor individual student progress.

Stagger due dates. To manage your paper load, stagger the due dates you set for major writing assignments among your classes. Allot ample time between due dates, and don't set a due date immediately before the end of a grading period.

Use a rubric. Create a basic rubric to allow students to assess their own work during the writing process. Tailor the form to reflect the criteria of particular assignments. Include space for both student and teacher comments. Communication and feedback is key to improving future writing assignments. See the example rubric in the Writing Evaluation Form on page 124.

“Self-evaluation is new to most students. They think once they turn a paper in, it is out of their lives forever. Asking them to take the time to evaluate their work forces them to reconsider some of their efforts, answers, and choices.”

– High School Teacher

Editing Checklist

1. Describe the appearance of the paper. Is it typed?
Well-formatted? Clean?
2. List any spelling errors.
3. List punctuation or capitalization suggestions.
4. Give examples of sentences that are hard to read, and offer alternatives.
5. Give examples of arguments that were not supported with details or examples, and suggest alternatives.
6. Comment on the paper's organization.

Editor's signature _____

Writing Evaluation Form

Name _____

Assignment _____ Date _____

	Student Assessment	Teacher Assessment	Points
1. First draft completed on time			
2. Helpful suggestions given in peer-feedback group to other writers			
3. Revision notes made on first draft			
4. Revisions incorporated into final draft			
5. Careful editing of final draft for spelling, grammar, and punctuation errors			
6. Final draft completed on time			
7. Historical information used correctly			
8. Ideas supported with detail			
9. Sentences clear and understandable			
10. Appropriate format and organization			
Student comments	Total		
Teacher comments			

How to Manage Assessment of Student Notebooks

As part of the TCI Approach, the Interactive Student Notebook (explained in detail in Part 3) is a powerful tool for organizing student thoughts and notes. However, you must develop an effective system for assessing notebooks to keep the task from becoming burdensome and time-consuming, or both you and your students will become discouraged. The following suggestions will help you manage the load of assessing notebooks while still giving students regular, helpful feedback.

Informal Assessment Here are some ways to assess notebooks informally on a regular basis, thus giving students immediate feedback as well as saving you time during more formal evaluations of notebooks:

Monitor notebooks aggressively in the first few weeks of the course. Glance at notebooks each time they are used for the first two weeks of the semester. Walk around the classroom while students are working, giving positive comments and helpful suggestions. This is especially important early in the year as you establish expectations for notebook quality.

Check homework while students are working. While students work on another assignment, walk around the classroom and conduct a quick check for the previous night's homework. Give each student a special stamp or a mark, such as 0 = not done; ✓- = needs work; ✓= average work; ✓+ = excellent. This helps ensure that students complete their work on time and allows you to give them immediate feedback.

Set a clear, high standard. Provide a model of outstanding work for a particular assignment or set of class notes. Have students, in pairs, assess their own notebooks according to the model.

Allow students to use their notebooks on a quiz or test. This reward comes as a pleasant surprise to students who have thorough, accurate content information in a well-organized notebook. If they have done a good job with their notebooks, their quiz or test grade should reflect this.



“Remember, students do what teachers inspect, not what they expect.”

— Middle School Teacher

A bit of personal encouragement and guidance early on will help get your students off to a good start.

Formal Assessment of Notebooks Some teachers collect and formally assess notebooks every three to four weeks; others do so less frequently. Regardless of how often you decide to assess, here are some suggestions for making the process easy for you and meaningful for students.

Explain the criteria used to grade notebooks. At the beginning of the year, clearly explain the criteria on which notebooks will be assessed. This may include the quality and completeness of assignments, visual appearance, neatness, and organization. Consider creating a simple rubric that identifies the criteria and how they will be assessed.

Stagger notebook collection and grading. If you use Interactive Student Notebooks in all your classes, do not collect them all at once—stagger their collection so that you have only one class set to evaluate at a time.

Grade selectively. Don't feel compelled to grade every notebook entry. Carefully assess the most important entries, and consider spot-checking the others.

Notebook evaluation sheets are most effective when tailored to meet the specific needs and expectations you have for your students. Use these sample sheets for ideas as you design your own.

Name _____

Notebook Evaluation Sheet

Directions: Before turning in your notebook, grade yourself on each of the assignments below as well as on Visual Appearance and Extra Credit. Grade yourself fairly and honestly; I will grade you as well. I will clearly tell you what I am looking for. Keep in mind that my grade is binding, but if there is a discrepancy, you may politely arrange a time to meet with me to discuss the difference in assessment. After we meet, I reserve the right to change the grade if I made an error in judgment; however, I also reserve the right to stick by my original grade.

Notebook Assignment	Due Date	Possible Points	Student Assessment	Teacher Assessment
Character Collages on Chinese Beliefs	9/8	15	13	14
Class Notes on Chinese Beliefs	9/9	10	10	9
Compare Dynastic/Communist China	9/10	8	6	7
Class Notes on Rise of Communism	9/10	5	5	5
Illustrated Timeline of Communist China	9/12	15	13	12
Feelings on China Debate	9/13	10	9	9
Notes on Textbook Reading pp. 123-8	9/14	8	7	6
Extra Credit		20	15	18
Visual Appearance		15	13	12
Totals		106	91	92

Student Comments: I don't know how well I did. This notebook was kind of a pain at times. I think I included everything you asked for, but they were some weird assignments. I think this notebook will help me remember things for a long time.

Teacher Comments: You did a good, solid job on this notebook. Keep in mind that you can use more of your excellent visuals for extra credit. You really used the left side of the notebook well to make sense of what you were learning in class.

Create a notebook evaluation form. To aid in assessing the notebooks, create a notebook evaluation sheet and distribute it to students to fill out before they turn in their notebooks. Examples of notebook evaluation forms are shown below and opposite. Use them as a basis for creating your own evaluation sheet. The form on page 126 allows you to designate which assignments will be graded. Before using such a form, make sure students know the assessment criteria for the assignments—such as completeness, neatness, aesthetic appearance, organization, and effective use of color. The form shown below allows for a more holistic assessment of the notebook. Tailor the forms to suit your needs.

Have students do a self-assessment of their work. When students self-assess their notebooks, it enables them to reflect on their learning and critically review their progress. Explain that if your assessment differs markedly from theirs—better or worse—they will have the opportunity to discuss with you the reasons for your assessment. Make it clear that ultimately your grade is binding.

Name _____

Notebook Evaluation Sheet

	Student Evaluation	Teacher Evaluation
<p>Quality and Completeness</p> <ul style="list-style-type: none"> • All class notes and right-side work are completed and of high quality, even for days when you are absent • All left-side work is completed and of high quality 	40	41
<p>20 25 30 40 44</p> <p>Needs Improvement Fair Good Excellent</p>		
<p>Visual Appearance and Organization</p> <ul style="list-style-type: none"> • Left- and right-side work is organized and neat • Effective highlighting and use of color 	42	35
<p>20 25 30 40 44</p> <p>Needs Improvement Fair Good Excellent</p>		
<p>Extra Credit</p> <ul style="list-style-type: none"> • Newspaper cutouts, drawings, graphics, or unassigned personal responses • Other items 	6	8
<p>0 2 4 6 8 10 12</p> <p>Needs Improvement Fair Good Excellent</p>		
<p>Student Comments</p> <p>I liked doing this notebook. It really helped me think about China. But I don't know how good my drawings were.</p>	88	84
Total		
<p>Teacher Comments</p> <p>Great job. Next time, think about your visuals a little more. You don't need to be a great artist, but try to make your visuals include more historical details.</p>		

“Multiple-choice helps prepare my students for standardized testing, but I find that open-ended, multiple intelligence tasks are usually a much more authentic assessment of student learning.”

— Middle School Teacher

Give Tests That Involve a Range of Skills

At the end of a topic of study and as the last part of the assessment process, students should be given a culminating test that allows them to demonstrate, in a variety of ways, what they learned. Instead of simple fact recall, such a test should progress from comprehension of big ideas to application of social studies and reading skills, to critical thinking and writing. Accordingly, this test should include different types of questions and response formats. Specifically, tests such as these should

- Tap multiple intelligences. Since traditional tests in social studies are purely linguistic, a more effective test should also tap other intelligences, such as visual-spatial, logical-mathematical, intrapersonal, and musical-rhythmic.
- Include both closed- and open-ended questions.
- Require students to do some form of writing.
- Measure students' ability to apply social studies and reading skills.
- Contain elements found on standardized tests—like multiple-choice questions—so that students are confident when they encounter them.

Following are several types of questions (drawn from existing end-of-unit assessments in various TCI products) that you might consider using.

Standard Multiple Choice

- The Declaration of Independence was written to explain
 - A. why the colonists thought “taxation without representation” was unfair.
 - B. what Britain needed to do to win back the loyalty of the colonies.
 - C. why it was time for the colonies to separate from Great Britain.
 - D. what other nations could do to help the colonies win their freedom.
- What is an example of a cultural effect that trade had on the peoples that used the Silk Road?
 - A. China became wealthy trading silk.
 - B. Rome became powerful trading jade.
 - C. Buddhism spread from India to China.
 - D. Daoism spread from China to Rome.

Justified Multiple Choice

- Which of the following is the best definition of *capitalism*? Justify your answer in a paragraph. Explain why you chose that answer and did not choose the others.
 - A. an economic system based on governmental control of the economy
 - B. an economic system based on free competition between businesses, an open market, private ownership, and private businesses competing for business
 - C. an economic system based on little private ownership, people working mainly for themselves, and subsistence farming

- Which of the following is the best description of the Freedom Charter? Justify your answer in a paragraph. That is, explain why you chose this answer and did not choose the others.
 - proclaimed that South Africa belonged to black Africans only and called for a violent overthrow of the white government
 - proclaimed that South Africa belonged to all who live in it and called for wealth to be redistributed equally among blacks
 - proclaimed that South Africa belonged to black Africans only and called for wealth to be redistributed equally among blacks and whites

Visual Prompts

- This picture illustrates the writing of
 - the Olive Branch Petition.
 - Common Sense*.
 - the Mayflower Compact.
 - the Declaration of Independence.
- The picture suggests that the first draft was
 - difficult to understand.
 - the length of a book.
 - revised several times.
 - perfect as first written.



Visual Analysis

Look at this allegorical print by William Balfour Ker, *From the Depths* (1906). Who do the people at the top of the image represent? Who do the people in the lower part of the image represent? What does the image depict? What does this image reveal about the Industrial Revolution?



“When I incorporate music, I reach some kids in ways that I never could otherwise. It’s amazing how much history can be taught through music.”

— Middle School Teacher

Music Analysis

- Listen to this piece of music, “Cavalleria Rusticana.” Which style or period of art does it reflect: classical, romantic, or verismo? Explain your choice by referring to at least two qualities of the music.
- Listen to this piece of music, “Hail, Columbia!” Does the sound and spirit of this song best reflect the ideals of Thomas Jefferson or Alexander Hamilton? Justify your answer by drawing connections to two ideas of either Jefferson or Hamilton.

Graphic Questions

- Create a Venn diagram that shows three unique powers of the Senate, three unique powers of the House of Representatives, and three powers that both houses share.
- Create a flow chart to explain how England changed from a traditional to an industrial society. Use the following vocabulary terms and create a visual to represent each: *subsistence farming, factory system, cottage industry, capitalism, mercantilism, revolution*.
- Create a real estate advertisement that encourages people to move to Constantinople in the 6th century. Include an appropriate title, five reasons to come to Constantinople, a quote from a person living in Constantinople, and appropriate creative touches.

Multiple Intelligence Tasks

- Pretend you are a publisher who is about to publish a book about the writing of the Declaration of Independence. Design a cover for the book. Make sure your book cover includes the following:
 - a short, catchy title for the book that will make people want to read it.
 - at least three visuals that represent either (A) the Declaration of Independence or (B) key events that led to writing the Declaration.
 - a one-sentence recommendation for the book. The recommendation should be from an important historical figure whose opinion on the topic would influence people to read the book. (Example: “Best thing I’ve read since *Common Sense*”—Thomas Paine)
- Create a political cartoon that represents your opinion on whether the actions of the United States during the period of manifest destiny should be praised or condemned. Your cartoon should include the following:
 - at least one figure or symbol to represent the United States.
 - at least two figures or symbols to represent the other countries or groups affected by manifest destiny.
 - at least one figure or symbol to represent one of the key events from the period of manifest destiny.
 - thought or speech bubbles that express what the cartoon figures are feeling and why, or a one-sentence caption that summarizes the cartoon’s message.

Use Culminating Projects as an Alternative Method of Assessment

The Culminating Project is an effective alternative assessment tool because it allows all learners to use their various intelligences to create products that demonstrate their mastery of the content. In a well-conceived Culminating Project, the requirements and standards for each project are known in advance, and the teacher—often the students' adversary during a traditional test—coaches students to complete their work thoughtfully and to the best of their abilities. The essential questions and concepts central to the project are introduced in the beginning of a unit, guide the unit, and are reinforced during each lesson.

As they develop Culminating Projects, students apply their various intelligences to demonstrate an understanding of content in meaningful ways. For example, a Culminating Project might challenge students to design a museum celebrating the rise of Islam which addresses the question, *How were people's lives affected by the spread of the message of Islam?* Another might ask students to perform a griot's tale to demonstrate their knowledge of the empires and kingdoms of sub-Saharan Africa.

Culminating Projects share many or all of the following characteristics:

The project is central to the unit. It focuses on the key questions, difficult issues, essential understandings, and important concepts of the unit.

The project is known to students in advance. This kind of assessment is not a last-minute creation hidden until test day. Students know at the beginning of a unit how they will be assessed and have time to prepare accordingly.

The project requires students to think deeply about important course content. Unlike traditional tests with a greater emphasis on recall, Culminating Projects challenge students to exercise higher-level thinking skills—comprehension, application, analysis, synthesis, and evaluation—as they complete complex problem solving tasks.

Students create a meaningful product or performance. Rather than simply memorizing content for an exam, students make use of what they have learned to create a unique product or performance that demonstrates their knowledge.

The project demands that students use a variety of intelligences. Well-designed projects tap into more than one intelligence. Many projects combine group and individual activities.

Students know the standards by which their work will be judged. Standards of excellence are communicated to students when they begin their projects. As they work, students are encouraged to assess their own efforts and to seek feedback from their peers or their teacher to use in revising and improving their final products or performances.



“Culminating Projects allow the students to articulate what they learned through learning styles they are comfortable with. I’ve seen students produce work I didn’t know they were capable of. These projects also lowered students’ test anxiety because they don’t have to show everything they know in 50 minutes.”

— High School Teacher

“It helps students enormously if I can show them great examples of what students did in the past with a particular project. It makes the abstract idea tangible to students and it sets high standards because they can see so clearly what an excellent project will have to look like.”

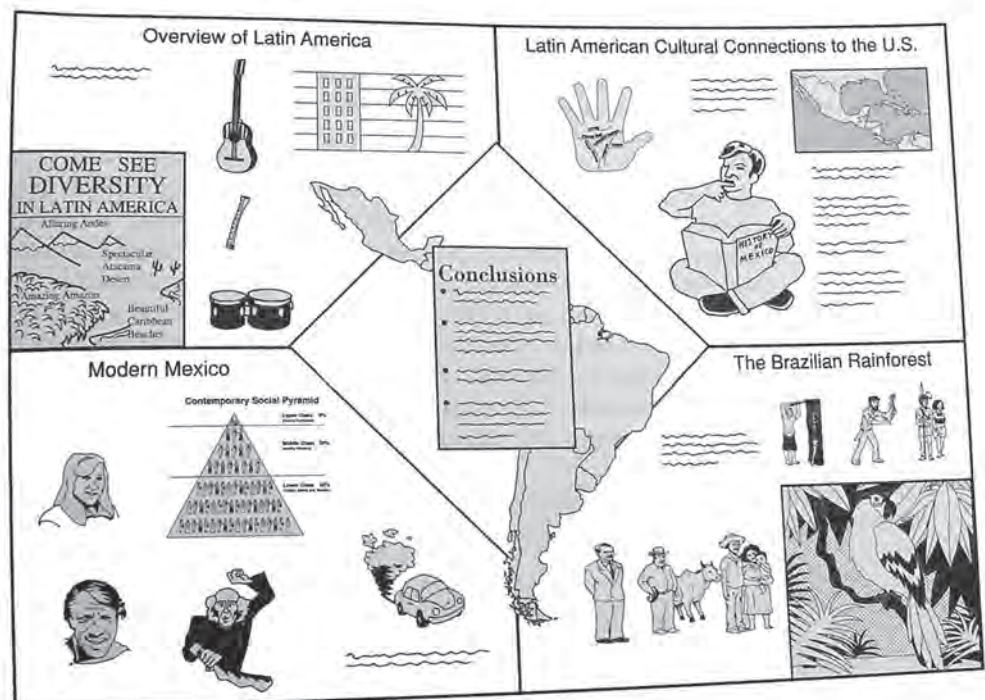
— High School Teacher

The project fosters the habit of self-assessment. Students are encouraged to evaluate their own work and to reflect on their own growth and progress over time.

The teacher acts as a coach. When teachers use Culminating Projects rather than traditional assessments, their role shifts from that of proctor to coach. Just as a basketball coach does everything within reason to help players perform at their peak on the court, the teacher does everything possible to help students reach the highest level of performance they are capable of on their projects.

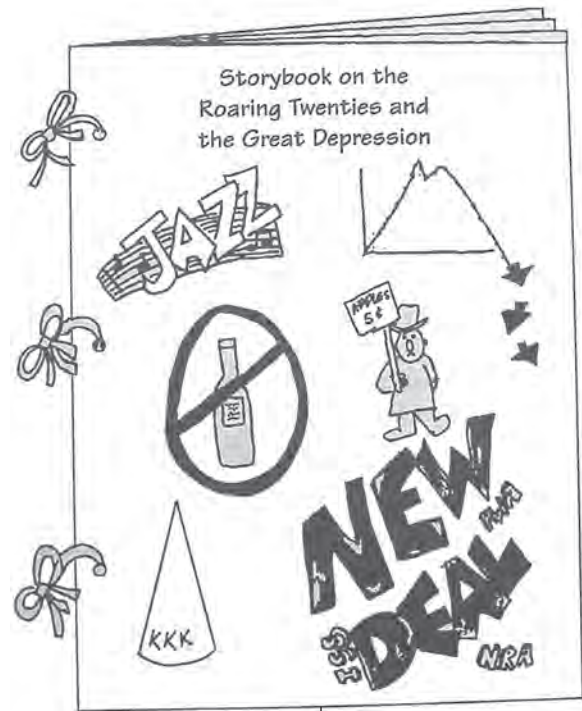
The following examples demonstrate the breadth and depth of Culminating Projects:

Creating an Annotated Mural of Modern Latin America Students work in groups to create a mural that pictures modern Latin America and answers this question: *What are the most important ideas you learned about modern Latin America?* The mural must include four sections: Overview of Latin America, Modern Mexico, the Brazilian Rainforest, and Latin American Cultural Connections to the United States. The mural also must incorporate a variety of elements—maps, timelines, symbols, illustrations, quotes—to demonstrate what students have learned. In the center of the mural, students list five conclusions that can be drawn about modern Latin America. Students then write a two-page artist’s statement in which they explain the meaning of their group mural.



An Illustrated Storybook About the Roaring Twenties and the Great Depression

Students work in pairs to create an illustrated storybook that answers this question: *What are the key lessons of the Roaring Twenties and the Great Depression?* The storybook must have five sections: Post-World-War-I-Tensions, Good Times of the 1920s, Causes of the Great Depression, The Human Impact of the Great Depression, and The New Deal. After outlining their ideas, students write the text, draw illustrations, and add other artistic adornments in booklets that describe the major events of the Roaring Twenties and the Great Depression and the key lessons people can learn from them. The storybook is to be written for a fifth-grade audience and should demonstrate a clear understanding of the major historical issues and legacies.



Publishing a News Magazine on Change in Europe Students work in groups of four to “publish” a news magazine on Europe’s transition to the modern world. Their final product should answer this question: *How did innovation and reform during the Renaissance, Reformation, and Age of Exploration change life in Europe?* The news magazine must feature at least three of these topics: religion, art and architecture, science and technology, business, education, urban life, and exploration. Other elements of the news magazine include an introductory letter from the editors, a table of contents with a timeline of key events, profiles on the top three newsmakers of the era, and a concluding article on the legacy of this period. Groups use materials accumulated throughout the unit—original writing, visuals, and historical notes—and resources that they collect through additional research.

“Culminating Projects help me to pull everything together in the end. I get to see how much I’ve learned.”

— High School Student

