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CI 519
Assessment Analysis

*May I keep this copy
as an example?*

This assessment analysis is of an assignment called a DBQ (document based question) about the English Reformations. The students were given some documents and were to answer a question based on the documents and any outside research they needed to do to develop their thesis. The lesson and grading scales are attached. The assessment was concise in the areas of Construction of Knowledge, and Disciplined Inquiry, but the Value Beyond School standard may not be as obviously stated.

Under the construction of knowledge standards, Organization of Information and Consideration of Alternatives, the activity was successful. The task was exactly the description of standard one. The students had to put the documents in groups and then come up with a position statement about the categories. They had to interpret the documents and explain, evaluate and synthesize them thoroughly. The assessment scale listed the requirements for getting a high grade, and analyzing was the main task.

Standard two was met because the consideration of alternatives was present. On the scoring guide with the shading, number five "analyze bias or point of view in at least three documents" states this as an assessment objective for the students to meet. This doesn't necessarily state that the student has to consider the points of view, only recognize and analyze them.

Standards three through five are under the Disciplined Inquiry standard, and this assignment encompasses them all perfectly.

Standard three, Disciplinary Content, is met because students act as historians. They are using ideas, theories and perspectives central to historians. Standard four, Disciplinary Process, is met because students must use research methods and communication characteristic of the academic world of history to get the base score on the assignment. The end result of the assignment is a four to five page paper that is an Elaborated Written Communication that asks students to go into detail and expand their thesis while backing it up with evidence.

The Value Beyond School standards are less clear. Standard six, Problem Connected to the World Beyond the Classroom and standard seven, Audience Beyond the School, seem difficult to always attain. This exercise is not about specifically changing the world, although I strongly believe that studying history creates more whole human beings and in turn can create a more whole and complete world. This lesson in particular has very little to stand up to these standards on a literal level, but I think that in a deeper way standard six is met and seven is a work in progress. Many of these kids (it is AP European History) are going to top schools and some will study very important things with a chance to help change the world.

This assignment was valuable, and the assessment was clear and detailed. The students knew exactly what they needed to do to do well. The grade scale is clearly laid out so discrepancies should be few.

Overall, this assignment is inspiring and the assessment style is something I can truly take with me in my "tool box" as a beginning teacher.

2004 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

EUROPEAN HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

Directions: The following question is based on the accompanying Documents 1-11. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Addresses all parts of the question.
- Analyzes the documents by organizing them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

- *1. Analyze the concerns and goals of participants in the Pilgrimage of Grace and of those who opposed the movement.

Historical Background: In 1534, the Act of Supremacy made Henry VIII head of the Anglican Church, marking the beginning of the Protestant Reformation in England. Thomas Cromwell, Henry VIII's Lord High Chancellor and head of the King's Council, subsequently implemented a series of governmental policies including new taxes, the expansion of royal power in the north of England, the dissolution of monasteries, and the confiscation of Catholic church lands. In reaction to these measures, marchers staged protests and armed demonstrations known collectively as the Pilgrimage of Grace from October 1536 to February 1537.