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Engaging Assessment in English Language Arts

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Engaging Assessment in English Language Arts

by

Joseph L. Dugan, Jr.

A thesis submitted to the Department of Education and Human Development of The College at

Brockport, State University of New York, in partial fulfillment of the requirements for the degree

of Masters of Science in Education

May 12, 2017

Engaging Assessment in English Language Arts

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APPROVED BY:

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Chair, Thesis Committee   Date

Abstract

Assessment is key to effective instruction. In the English classroom, engaging assessment can appear difficult because of the emphasis on the development of core reading skills. However, learning how students decipher information reveals that each individual learns according to their own unique connections. Examining and understanding the impact of Dr. Howard Gardner's Multiple Intelligence Theory is the key to engaging assessments. This thesis dissects Dr. Gardner's M.I. Theory and provides insight on how students learn. Furthermore, the research focuses on how Gardner's Theory can be used to develop strategies and assessments in order to accurately and diversely assess student learning.

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Chapter 1: Introduction

Problem Statement – The Perception of Assessment

In education today, the term "assessment" has become synonymous with written test or paper. However, there are multiple forms of assessment that will be explored in more detail in Chapter II. The term assessment, "refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (The Glossary of Education Reform, 2015). Unfortunately, the wide variety of methods or tools used by educators is usually extremely limited as many teachers rely on generalized testing methods as a main form of assessment. This limited approach stems from a combination of the government's focus on standardized testing and the ease of creating one test for all students. The problem in education today is that assessments are too often focused on a singular task (i.e. bubble-in multiple choice tests and fill-in-the-blank examinations) without considering the importance of a wide variety of assessments used to effectively assess and facilitate student progress and learning.

The government's push for uniform, standardized testing has reached an overwhelming level in the U.S. Layton (2015), journalist for *The Washington Post* provides perspective by stating, "A typical student takes 112 mandated standardized tests between pre-kindergarten classes and 12th grade…By contrast, most countries that outperform the United States on international exams test students three times during their school careers." The use of limited methods of assessment leads not only to disengaged students, but also to inaccurate evaluation of learning tasks. According to The National Center for Fair and Open Testing (2012), "Good teacher observation, documentation of student work, and performance-based assessment, all of which involve the direct evaluation of real learning tasks, provide useful material for teachers,

parents, and the public." For example, a student's chapter test results may misrepresent their actual level of comprehension of the text. Why is this the case? If a student reads a text, they should pass the test – right? This is a common misconception that takes place in many English classrooms across the country.

Significance of the Problem – Uniform assessment does not produce an accurate analysis of each student's learning or understanding, and is not the only way teachers can assess learning.

A common misconception about assessments is that if a student has comprehended the material or skill, then they should be able to display their comprehension regardless of the form of assessment. Howard Gardner, developer of the Theory of Multiple Intelligences, states that there are eight different intelligences that human beings use to process information as opposed to one singular intelligence. The eight intelligences are: Verbal-linguistic intelligence, Logical-mathematical intelligence, Visual-spatial intelligence, Musical intelligence, Naturalistic intelligence, Bodily-kinesthetic intelligence, Interpersonal intelligence and Intrapersonal intelligence (The George Lucas Educational Foundation, 2016). Assessments can – rather, should – be used to enhance learning, not simply to test what has been learned, by appealing to the intelligences of each individual student and therefore giving students an opportunity to personalize their learning. According to Lunenburg & Lunenburg (2014), by "using the multiple intelligences approach in your classroom, you will provide opportunities for authentic learning based on your students' needs, interests, and talents" (p. 6).

Purpose – Why Am I Creating this Assignment?

The purpose of my research and work is to show that multiple forms and differentiations of pre-assessments, post-assessments and formative assessments should be used to create summative assessments, so that students are, engaged according to his or her learning process (Multiple Intelligences), provided with opportunities to be creative and given choice in how they demonstrate the knowledge or skill(s) that they have gained. According to Howard Gardner (1993), "An individual understands a concept, skill, theory or domain of knowledge to the extent that he or she can apply it appropriately in a new situation" (p. 119). In order to create assessments that meet this criteria, teachers must generate engaging assessments. Crystal Land (2005), Academic Dean at Head-Royce School, provides insight into how teachers can create engaging assessments by using the following guidelines: "What do we want to students to really know? What is important and meaningful in the structure of our society? What kinds of papers and projects will allow students to be creative, engaged learners—ones who will recall, synthesize and really embrace what they have learned?" The research and work that I provide considers Land's guidelines and aims to illustrate how to create engaging formative assessments that build into an engaging summative assessment.

Rationale – Assessments need to be differentiated to be engaging based on the different learning styles of the students while also being used as part of the ongoing learning process.

Assessments are one of the keys to learning; they provide students and teachers with data that should indicate the level of skill acquisition or knowledge gained before, during or after a lesson or unit. Unfortunately, assessments are frequently used as nothing more than an opportunity for students to regurgitate information. According to The Glossary of Education Reform (2015), assessments are a, "wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or

educational needs of students." Teachers are not developing assessments that engage students or give them an opportunity to apply the learned skill or knowledge properly in a new environment. Therefore, the data provided is not always indicative of a student's learning, and, what's even more alarming, the student passes the assessments and course without being immersed in the knowledge or skills being taught. In order to properly assess student learning, Gardner (1993) states that students can only show understanding of, "A concept, skill, theory or domain of knowledge to the extent that he or she can apply it appropriately in a new situation" (p. 119).

Poorly crafted assessments do not immerse students in the knowledge or skills being taught and then result in a domino effect; a student can continue to move throughout courses and grade levels, without truly learning the knowledge and skills intended, and then graduates well short of the Common Core State Standards expected knowledge level of a high school graduate. Engaging assessments, according to Gardner, will ensure that learning is taking place. Standardized testing has a purpose and is not going to dissolve; students are going to continue to take government-mandated standardized tests and teachers are going to continue to teach according to the Standards. That being said, teachers do not need to have a standardized approach when lesson planning and developing assessments.

Definition of Terms

1. Assessment – Any of the multiple methods that educators use to collect data in order to gauge a student's academic readiness, learning progress, skill acquisition, or educational needs.

2. Common Core State Standards (CCSS) – Set, government-mandated, learning targets that are accepted in 45/50 states

3. Engaged Learners – The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning – when students are not engaged, there is opportunity for them to lose a sense of purpose and fear taking risks

4. Multiple Intelligences – A theory created by Harvard educator, Howard Gardner, which proposes how people learn, connect with and grasp knowledge in eight (8) different ways

5. Standardized Test – A baseline, measurement test that is created weighing both validity and reliability

Chapter II: Literature Review

How Do People Learn?

When thinking about how to assess learning, the focus must first turn to how students learn. Howard Gardner, developer of the Theory of Multiple Intelligences, states that there are eight different intelligences that human beings use to process information as opposed to one singular intelligence. The eight intelligences are: Verbal-linguistic intelligence, Logical-mathematical intelligence, Visual-spatial intelligence, Musical intelligence, Naturalistic intelligence, Bodily-kinesthetic intelligence, Interpersonal intelligence and Intrapersonal intelligence (Edutopia, 2016). Gardner provides precise definitions for each intelligence.

A student who is a verbal-linguistic learner is an individual who, "has the ability to analyze information and produce work that involves oral and written language, such as speeches, books, and emails" (Edutopia, 2016). In other words, this is a student who connects with reading, writing, listening and speaking strategies when learning. Classroom activities or assessments that involve reading and writing are very engaging for students who are verbal-linguistic learners. Examples of engaging assessments for a verbal-linguistic learner in the English classroom, according to strategies expert Lynda Miller (1993) include, "writing (poems, lyrics/stories/plays/books/reports/newspapers/advertisements/letters/surveys/magazine articles/notetaking), literary interpretation/analysis, storytelling and vocabulary activities."

Logical-mathematical learners have, "the ability to develop equations and proofs, make calculations, and solve abstract problems" (Edutopia, 2016). In other words, logical-mathematical students learn by categorizing and organizing information. These students also excel when they are asked to think abstractly about relationships and patterns. According to

Miller (1993), "brain teasers, outlining, graphic organizers, deciphering codes, inquiry, data interpretation and research projects" are activities that engage logical-mathematical learners in the English classroom.

Students who have visual-spatial intelligence enjoy diagraming, pictures and "comprehend maps and other types of graphical information" with ease (Edutopia, 2016). These students generally enjoy any kind of visual aid, but visual aids are not the only methods that help visual-spatial students learn. Miller (1993) provides multiple strategies for engaging visual-spatial students in English class, including: "color schemes, mind mapping/clustering, cartooning, visual mnemonic devices, making models, notetaking with symbols and pictures, illustrate picture books, make bulletin board or display, give visual presentation and creating costumes of a period in history or famous person."

Musical intelligence learners focus on auditory methods and "make meaning of different types of sound" (Edutopia, 2016). In other words, students who are musical learners enjoy rhythm, melody and any type of audio-based learning. Although the task of engaging students who learn musically in English class seems daunting, Miller (1993) provides multiple strategies that appeal to said students. Examples of strategies that help musical learners are, "music composition/creating, singing, background music while working, talking about words of a song, reading/writing music or lyrics, drawing/writing imaging to music, rhyming/rapping/moving to music, singing information to be learned and using music to enhance presentations."

Students who are naturalistic learners have "the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world" (Edutopia, 2016). In other words, students who are naturalistic learners enjoy learning about living things and natural happenings. Bruce Campbell (1997), author of *The Multiple Intelligence Handbook*

(1994), states that "Collecting data, Observing nature, Noticing, changes in the environment, Sorting articles from nature, Categorizing objects, Classifying information, Keeping notebooks, Learning characteristics of the natural world and Studying books about nature," are strategies that can be used to engage natural intelligence learners in the English classroom.

Students who are bodily-kinesthetic learners "use one's own body to create products or solve problems" (Edutopia, 2016). In other words, bodily-kinesthetic learners accelerate when touch and movement are involved in the task. Movement in a traditional English class seems unfitting, however, movement is easily incorporated into even the most serious lecture-based classrooms. Miller (1993) suggests, "role playing/pantomiming, drama/plays/creative dramatics, simulations/activities with direct involvement, hands-on/multi-sensory activities, putting together models, acting out concepts learned using body parts (*punctuation marks/angles/digestive system/division/volcano/tectonic plates)*," as activities that engage bodily-kinesthetic learners in the material.

Interpersonal intelligence "reflects an ability to recognize and understand other people's moods, desires, motivations, and intentions" (Edutopia, 2016). In other words, students who are interpersonal learners excel when working with others in groups by sharing, comparing and cooperating with others. Miller (1993) provides multiple strategies that engage interpersonal students in the English classroom. A few examples of engaging strategies for interpersonal students are, "cooperative learning, giving and receiving feedback, person-to-person communication, empathy practices/active listening/ "I" messages, group projects, conflict resolution, interviews, simulation, collaborative problem solving, mentoring/cross-age tutoring and character analysis."

Intrapersonal learners "recognize and assess moods, desires, motivations, and intentions within themselves" (Edutopia, 2016). In other words, intrapersonal learners work best when given the opportunity to work alone. These students are independent, organized and set individual goals. One way to engage intrapersonal learners is to use strategies that provide them with the opportunity to work independently on a task. Dr. Thomas Armstrong (2010), an expert on Multiple Intelligence Theory, states that "one-minute reflection periods, building personal connections, choice time, feeling-toned moments and goal-setting sessions," (p. 260-263) are strategies that English teachers can use to engage intrapersonal learners. After covering the different ways that people process information and learn, as well as learning a few strategies that help engage various learning styles, we will move to examining different forms of assessments.

How Do We Test?

One of the main forms of data collection used by educators is assessment. The term assessment, "refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (The Glossary of Education Reform, 2015). In order to understand how and why we test students, the various methods of assessments must be examined. As we are focused on the English classroom, we will examine the most common forms of assessment found in the English classroom and how they are designed. The forms of assessment that will be examined are: Pre-Assessments, Post-Assessments, Formative Assessments and Summative Assessments.

Pre-Assessments

Pre-assessments are given at the beginning of a lesson, unit or course. Students are not expected to necessarily score well on a pre-assessment because the purpose of a pre-assessment is to help the teacher understand how much knowledge about a specific topic or set of topics students already have before they have been taught by said teacher. According to the experts at The Glossary of Education Reform (2015), pre-assessments are:

> Generally used to (1) establish a baseline against which educators measure learning progress over the duration of a program, course, or instructional period, or (2) determine general academic readiness for a course, program, grade level, or new academic program that student may be transferring into.

In short, pre-assessments are used to measure the prior knowledge of the students. Some examples of pre-assessment strategies in the English classroom, provided by Angela Stockman (2015), a former teacher and founder of the WNY Young Writer's Studio, are First and Final Thoughts, A Carousel of Catalysts, and How Certain Are You.

First and Final Thoughts asks students to share initial thoughts about what they are going to learn. The teacher encourages students to write about what they are most compelled by, what personal interests they have in the material and any concerns that they may have regarding the material. The teacher should then use the data gathered through the strategy to adjust instruction. At the end of the lesson, section or unit, the teacher asks students to revisit their initial thoughts and make comments on them. Comments can range from anything to how far off or close they were to predictions about the material, whether or not they are still interested in the material and why or feedback on what helped them relate to the material covered (Stockman, 2015).

A Carousel of Catalysts requires the teacher to create a handful of questions, distributed at the beginning of a lesson, section or unit, which will help the teacher to understand the needs of the students. The teacher then posts each of the crafted questions atop individual charts that are hanging around the classroom. The students then move about the classroom responding to each of the prompts on the corresponding chart (Stockman, 2015). Comments are open to the student and the teacher can then use the responses to adapt instruction and to refer to throughout the lesson, section or unit.

How Certain Are You challenges students to brainstorm everything that they already know, or at least think that they know, about the topic being studied during the upcoming lesson. Students then record their thoughts on separate sticky notes provided by the teacher. The teacher then creates a way for students to display their notes/ knowledge on a scale for the class to see. Students are not to put their names on the sticky notes in order to prevent any discomfort or anxiety due to embarrassment. An example of a scale created by the teacher is the right end of a number line titled "extremely certain," while the left end of the scale is titled "extremely uncertain." The students then place their sticky notes according to how confident they are in their background knowledge about the topic. The teacher can use this knowledge to adapt lessons based on student responses.

Post Assessments

Post-Assessments are often used in conjunction with pre-assessments. According to experts at the University of South Florida's College of Education (2001), pre- and post-assessments are used to "determine the extent to which each and every student met your objectives…In order to assess learning, you must have a baseline or pre-assessment of what students know prior to instruction [and] an indication of what they know after instruction." An

example of a post-assessment used in conjunction with a pre-assessment is seen in the First and Final Thoughts strategy discussed previously (Stockman, 2015).

Formative Assessments

Formative assessments are used during lessons and units. They are usually small, informal assessments that help teachers to understand the level of knowledge that has been grasped by both individual students and the class as a group. The experts at The Glossary of Education Reform (2015) state that the general purpose of formative assessments is to, "give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly." Teachers need to understand what their students are learning in order to effectively instruct. Without formative assessments, the teacher would not know if students are failing to grasp major concepts until a summative assessment, and by that time, the unit would, at least theoretically, be completed. Furthermore, "Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students." Although formative assessments can be graded as a means to keep students on-task and focused, they are generally not graded because their main purpose is collecting data for the teacher to use when reflecting and creating future lesson plans. In other words, formative assessments give teachers evidence of whether or not they need to revisit certain information that was already covered. Some examples of formative assessments are Corners and Think-Write-Pair-Share, provided by veteran teacher Cheryl Dick and RAFT, provided by differentiation expert Betty Hollas.

Corners asks students to identify with the corner of the room that is closest to matching their level of knowledge. To begin, the teacher provides a topic for the day. In an 8th grade

English classroom, we will use King Arthur as an example. Next, the teacher labels the four

corners of the room as: Corner 1 – The Dirt Road (There is too much dust for me to see where I

am going), Corner 2 – The Paved Road (The road is fairly smooth, but there are plenty of

potholes), Corner 3 – The Highway (I feel fairly confident but have an occasional need to slow

down), Corner 4 – The Autobahn (I have the pedal down and I am loving it!). Students are asked

to move to the corner that they identify with regarding their knowledge of King Arthur. After

moving to their selected corner, students then engage in discussion about the topic with peers

who feel similarly. The teacher may prompt discussion if necessary. The students then merge

with a different group, for example groups 1&3 and 2&4 merge and discuss their knowledge of

King Arthur (Dick, 2016). The teacher then uses the data gathered either verbally or in written

fashion to adapt instruction.

Think-Write-Pair-Share is broken into four segments. The first segment is Think; the

teacher engages students thinking with a question or task, and then gives students a set time to

process and think about the question or task. The second segment is Write; when the set "Think

time" is up, students have a set time to write their response(s) on paper. The third segment is

Pair; students partner-up and then compare and discuss the responses that they wrote down with

each other. The final segment is Share; after talking in pairs, the teacher asks the pairs to share

their thinking with the rest of the class, and group discussion takes place (Dick, 2016). The

teacher then uses the data gathered during this assessment to modify instruction.

RAFT is also broken into four segments. R stands for Role of the Writer, A stands for

Audience for the Writer, F stands for Format of the Writing and T stands for the Topic for the

Writing. The RAFT assessment can be differentiated in numerous ways, but student choice is

crucial to this activity. One way of implementing RAFT is to provide students with a bank of

topics to choose from for each of the segments. For example, instead of instructing students to pick a role when studying J.R.R. Tolkien's *The Lord of the Rings* Trilogy, the teacher provides a bank of 7-10 characters. In this situation, the teacher provides some guidance but the students are still given choice. This approach can be used for each of the segments involved in RAFT. Another method of implementing RAFT is to use Corners. Instead of handing out word banks to the students, the teacher posts list options for each segment in the four corners of the room (Corner 1 – Role, Corner 2 – Audience, Corner 3 – Format, Corner 4 – Topic). Students then roam the room selecting one option from each corner (Hollas, 2005). The RAFT assessment provides students with an opportunity to apply their knowledge of a topic as opposed to regurgitating information. The teacher then uses the data gathered during this activity to modify instruction according to student needs.

Summative Assessments

Summative assessments are generally used at the end of a unit or semester. They measure the numerous skills and large amounts of knowledge that students have gained, or were expected to gain, throughout the unit or semester. According to the experts at The Glossary of Education Reform (2015), summative assessments are:

> Used to evaluate student learning at the conclusion of a specific instructional period— typically at the end of a unit, course, semester, program, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

Teachers need to understand what their students are learning in order to effectively instruct. Relying on summative assessments to inform teachers on what concepts, skills and knowledge that students have learned is poor practice because the unit or semester is over and the time to teach reteach the information covered has passed. Instead, teachers should be using formative assessments to inform them on where students are in their learning and then structure formative assessments to prepare students for the summative assessment. Dr. Susan Brookhart (2010), a former teacher and expert on assessment, suggests mixing summative and formative assessments when both types of assessment are clearly linked to instructional goals and practice. In other words, summative assessments should be used as an opportunity for students to validate the level of knowledge, skills and understanding that they have for the teacher, who should already be aware of said level based on the data gathered through formative assessments. Dr. Olenka Bilash (2011), an expert on secondary language education, provides some examples of different types of summative assessments, other than a standard multiple-choice test, including a performance task, a written product, an oral product and a student-generated test.

A performance task can take many different forms. Generally, performance tasks will require students to complete at task that will test a specific set of skills, abilities and knowledge. Based on the performance of the student, the teacher, using an established rubric, determines the level of skill, ability and knowledge the student has learned (Bilash, 2011). According to research, "Performance assessments that present students with cognitively challenging tasks focused on important concepts almost always involve the students in evidence-based explanations of their thinking and reasoning" (Petrosky &Mihalakis, 2014). In other words, the teacher is able to understand the level of knowledge gained in a performance assessment because students are required to use evidence of learning in order to complete the task.

A written product is generally an extended written response, usually in the form of a paper, either typed or hand-written. Students are asked to write an original selection, usually prompted by the form of response selected by the teacher. Some examples of different forms of written assessment include persuasive and reflective writing. Teachers grade the written assessment using an established rubric (Bilash, 2011). Jordan Catapano (2013), a veteran English teacher and District Leader for the Illinois Association of Teachers of English, shares some advantages of written assessment. Catapano states that the advantages of written assessment are: (1) students are asked to demonstrate the extent of their knowledge, (2) articulation is part of the assessment, (3) students can explain their thinking, and (4) teacher can provide better feedback on answers. Students are asked to provide a more thorough analysis in a written assessment than they are on a multiple-choice test.

An oral product asks students to prepare a presentation and is graded according to an established rubric (Bilash, 2011). Common forms of oral assessments are reports, PowerPoint presentations and speeches. Creativity and student-choice are main components of an oral assessment. Generally, an oral assessment is accompanied by some writing element, usually designed to aid oral component. For example, when giving a speech, flashcards are generally used as a way to stay organized during the speech. As with performance and written assessments, students must provide a thorough analysis of the topic, using evidence-based explanations in order to demonstrate understanding.

The student-generated test requires students to create a test for the chapter or unit that they have recently studied. Students use the opportunity to create a test to demonstrate their understanding and knowledge of the content. This assessment also provides students with an

abundance of choice and the opportunity to be creative. An established rubric is used to grade the final product (Bilash, 2011).

How Do We Engage Students in Assessment?

Now that we have examined the multiple intelligences and the various forms of assessment, we must examine how to use pre-assessments, post-assessments and formative assessments that build into the summative assessment while providing students with opportunities to be creative and have choice in how they demonstrate the knowledge or skill(s) that they have gained. In order to answer this question, we must return to Gardner's Theory of Multiple Intelligences. According to Lunenburg & Lunenburg (2014), by "using the multiple intelligences approach in your classroom, you will provide opportunities for authentic learning based on your students' needs, interests, and talents" (p. 6). If the goal is to create engaging and authentic assessment, educators must focus on incorporating Multiple Intelligence Theory in the classroom.

Lunenburg & Lunenburg (2014) state that "The ultimate goal of multiple intelligences theory is to increase student understanding of subject matter. Classroom activities often activate more than one of the multiple intelligences" (p. 7). Teachers must be willing to take risks and try different strategies and forms of assessment. The goal of the educator must be to constantly explore more effective methods of assessment which encourage their students to demonstrate understanding through multiple intelligences (p.7). Teachers must also be comfortable with students being assessed in ways in which they potentially were not assessed when in school. Examples of engaging English assessments for high school students include demonstrating, "mastery of self-developed research questions through art, writing portfolios, and delivering presentations to education stakeholders" (p.7).

In order to enhance student understanding of the subject using assessments created using multiple intelligence theory, teachers must be aware of the most intelligence-inclusive assessment strategies. According to the Educational Broadcasting Corporation (2004), "[the following] types of classroom teaching strategies are conducive to nurturing the whole spectrum of intelligences: 'presentations [and] simulations'" (p. 3-8). Teachers must focus on these assessment strategies in order to enhance learning because they address the entire spectrum of intelligences.

One engaging method of summative assessment is through presentation. Instead of taking a test on a subject, the student instead presents the knowledge or skill that they have gained to an audience. According to research, "To deliver effective presentations, the student must understand the subject matter, the audience, different presentation strategies, and how to organize the information" (Bratcher, 2012). This form of assessment allows students to take control of their learning while providing an opportunity for students to demonstrate Howard Gardner's (1993) theory of knowledge that is, "An individual understands a concept, skill, theory or domain of knowledge to the extent that he or she can apply it appropriately in a new situation" (p. 119). Teachers can also build pre- and post-assessments and formative assessments that engage students and allow them to practice and demonstrate the skills specifically needed to accomplish the task of a presentation.

A simulation is another form of engaging summative assessment. According to Lunenburg & Lunenburg (2014), "Simulation activities develop students' multiple intelligences by providing them the opportunity to experiment with real-world activities. Such simulation activities have practical value" (p.11). In a simulation assessment, students need to immerse themselves in the content in order to learn and demonstrate understanding. One example of a

simulation assessment is a debate. According to research, "debates and panel discussions encourage students to think of topics more comprehensively. Visual aids (figures, tables, graphs, etc.) can support students' arguments (p.12). In order to be successfully involved in a debate, students need to understand the content and apply their knowledge in order to make valid arguments. Teachers can build pre- and post-assessments and formative assessments that engage students and allow them to practice and demonstrate the skills specifically needed to accomplish the task of a debate.

<u>Conclusion</u>

In conclusion, students learn in various ways according to their strengths and weaknesses. Teachers who focus on incorporating activities that engage the multiple intelligences will help students connect with material and process material in ways that specifically work for them. Teachers can engage student learning and assess student learning by using a blend of pre-assessments, post-assessments and formative assessments that require students to apply the content or skills learned in a new way. In a Position Statement, the NCTE (2013) states, "assessment is a constantly occurring process, a verb, a series of events in action, not a single tool or a static noun" (p.3). All forms of assessment should work together to constantly engage students while building content knowledge and skills. The purpose of my research and work is to show that multiple forms and differentiations of pre-assessments, post-assessments and formative assessments should be used to create summative assessments, so that each student is engaged and immersed in the content according to his or her learning process.

Chapter 3: My Work

Lesson Plan Overview – Engaging Assessments for Learning

Chapter 3 contains five consecutive lesson plans. Each lesson plan contains formative assessments that build into the summative assessment in the final lesson plan. Looking through the lesson plans, the reader will find that multiple strategies and assessments are used, but all strategies and assessments are engaging because of the consideration of multiple intelligence theory. The assessments cognitively challenge students while requiring them to use evidence-based explanations of their thinking and reasoning. Core skills and information needed to complete the summative assessment are practiced and gathered by completing the formative assessments in lessons 1-4, as well as lessons that took place previously in the unit. However, notice that although the skills and information needed to pass the summative assessment are gained, the skills gathered through the formative and summative assessments are necessary outside of these particular lessons. The skills learned can (and will) be applied across the disciplines. In other words, students are engaged in real-world assessments while learning skills needed to succeed in and out of school, meeting the Common Core push for producing students who are "college and career ready." The assessments in Chapter 3, in the words of Gardner (1993), require students to show how they "understand a concept, skill, theory or domain of knowledge," by showing "the extent that he or she can apply [said concept, skill, etc.] appropriately in a new situation" (p. 119). My work shows that multiple forms and differentiations of pre-assessments, post-assessments and formative assessments can be used to create summative assessments, so that students are, engaged according to his or her learning process (Multiple Intelligences), provided with opportunities to be creative and given choice in how they demonstrate the knowledge or skill(s) that they have gained.

Grade Level: 12th

Subject / Content area: English Language Arts

Unit of Study: Should Fighting Be Allowed in Hockey?

Lesson Title: Gallery Walk Article Analysis **(Lesson 1)**

Central Focus for the learning segment: Students will be able to ***analyze*** previously annotated texts effectively in order to ***identify*** textual support and ***create*** responses that are supported with textual evidence.
Content Standard(s): NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].) **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CCSS.ELA-Literacy.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CCSS.ELA-Literacy.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and students will be doing.)**:** Students will begin the lesson by placing their initials on a line-graph to establish their stance in regards to the essential question for the unit: Should Fighting Be Allowed in

Hockey? The teacher will review the line-graph and tell students that the graph will be revisited at the end of the debate (Day 3) to see if anyone has changed their stance.

The teacher will introduce the gallery walk activity. The teacher will establish the rules of the gallery walk activity by placing the rules on the board and reading them to the students. To support diverse student needs, students will be given the opportunity to work and collaborate together in groups to complete the gallery walk. The teacher will observe the room and check-in with groups throughout the class to ensure understanding and that students are on task.

Students will collaborate in groups to form responses to the gallery walk prompts by identifying textual evidence that supports their claims. Groups will need to cite the textual evidence that they are using to support their claims (title of the article, paragraph #, page #). The gallery walk will act as a written class commentary as students will be required to use new evidence (students will be instructed to use textual evidence that has not been used by a different group).

After completing the gallery walk, students will complete a "Ticket-Out-the-Door."

Differentiation and planned universal supports:
A number of students will be read the directions and questions for each station multiple times and I will check for understanding. All assignments will be presented on the electronic white board. Students will be allowed to work in groups to help students think collaboratively and foster a sense of community in the classroom. Students who have disabilities will be grouped with students who are enriched in order to witness effective student behavior modeled and collaborate. All directions will be presented on the SMART board.

Language Function students will develop. Additional language demands and language supports:
- Students will be **analyzing** quotes from the articles that were read and annotated in previous lessons (articles are attached).
- Students will be able to **identify** textual support.
- Students will be able to **create** responses that are supported with textual evidence.
- Students have **identified** evidence that supports their responses, students will write their response on the gallery walk poster. Responses will include textual evidence and citation (article title, paragraph #, page #).

Type of Student Assessments and what is being assessed:
    Informal Assessment:
- Graph with rating scale 1-10 on the SMART board. Students will place their initials on the graph wherever they find a place that aligns with their viewpoint (1 = Absolutely 100% No! Fighting is a disgrace to the game and society.
10 = 100% Yes! Put on the foil and drop the gloves. At least one fight per game should be a requirement for every team).
- Observations will be used to assess student participation and group dynamics.

- Ticket-out-the-door. The students will write the ticket out the door on a sticky note. The question will be:
  Which article do you believe supports your opinion on whether or not fighting should be allowed in hockey best? Why?

- **Formal Assessment**: Students will complete a group gallery walk activity that requires them to respond to prompts with claims supported by evidence.

- **Modifications to the Assessments:** All students will be grouped in order to form a sense of community and collaborate to form responses. Some students will be placed into smaller group consisting of enrichment students in order to be in a less-distracting environment and benefit from peer-role model behavior.

Lesson Timeline:
Day 1
Pre-Assessment: Graph with rating scale 1-10 on the SMART board. Students will place their initials on the graph wherever they find a place that aligns with their viewpoint. Students will do this as they enter the classroom. The teacher will then address the graph after each student has participated. The graph will be revisited in a future lesson.
The question associated with the graph will be: Place your initials above where you are on the graph in response to the question- Should fighting be allowed in hockey?
1 = Absolutely 100% No! Fighting is a disgrace to the game and society.
10 = 100% Yes! Put on the foil and drop the gloves. At least one fight per game should be a requirement for every team.
Direct Instruction: Students are divided into groups (groups of six) and rotate around the room to answer the questions on posters for gallery walk. Students must answer the questions using the texts covered throughout the unit in previous classes. Responses must be supported with textual evidence and the textual evidence must be cited with a paragraph number, page number, and title of the specific article. Students will not be permitted to use a citation that has already been used to support their response.

Guided Instruction: The teacher will observe gallery walk and time rotations. Rotations will be on a 7 minute rotation. The rotation clock will be on the board.
Questions will be:
  History of Hockey Article
1. How has the role of fighting changed throughout the history of hockey? Use textual evidence to support your claim.
2. How did expansion in the NHL effect fighting? Use textual evidence to support your claim.
  A Boy Learns to Brawl Article & Fedoruk Article
1. What is Boogard's perspective on fighting in the NHL? Use textual evidence to support your claim.
2. What factors led to Boogard or Fedoruk to becoming a fighter? Use textual evidence to support your claim.
  Four Perspectives Article

1. What reasons are provided by Crowder, Chase, and Grim for fighting?
2. How has Shanahan's perspective changed and why?
3. Who do you agree with? Why?
   For Fighting Article & Against Fighting Article
1. What statistics are provided for fighting? Will these be enough to keep fighting in the game? Why or why not?
2. What statistics are provided against fighting? Will these be enough to remove fighting from the game? Why or why not?

Post-Assessment: The teacher will ask the students to complete a ticket out the door. The students will write the ticket out the door on a sticky note. The question will be:
Which article do you believe supports your opinion on whether or not fighting should be allowed in hockey best? Why?

Grade Level: 12th

Subject / Content area: English Language Arts

Unit of Study: Should Fighting Be Allowed in Hockey?

Lesson Title: What Type of Learner Are You? (**Lesson 2**)

Central Focus for the learning segment: Students will *complete* a Multiple Intelligence test and *analyze* responses in order to *identify* their learning strengths. Students will then be given an opportunity to *select* a method of assessment, tailored to their learning strengths, involving participation in a debate centered on the argument, "Should Fighting Be Allowed in Hockey?"

Content Standard(s): NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

CCSS.ELA-Literacy.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and students will be doing.)**:**

The board will have the different learning styles, as noted by Howard Gardner, listed on the board (Linguistic/ Verbal, Logical, Spatial/ Visual, Bodily Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic). Students will tally under what they believe to be their ultimate learning style. Discussion will then ensue about the different learning styles and why students selected the style that they did.

The teacher will hand out a Multiple Intelligences Test for students to take. Students will take the test. The teacher will then ask students to grade their test scores to find what their learning strengths are. The teacher will play music softly while students are completing the MI test.

The teacher will then explain the Debate Activity that the class will be working on over the next few classes. Students will be participating in a debate, _using the articles and material that was covered in Lesson 1_, centered on the question, "Should Fighting Be Allowed in Hockey?" The teacher will then explain that students will have a choice in how they are assessed.

The teacher will provide rubrics for the three different options of assessment regarding the debate. Students will have an opportunity to choose from the following: Debater, Researcher, or Visual Presenter. An explanation of expectations will accompany the rubric for each assessment, and the rubrics will explain how each is assessed. Students will choose their method of assessment formally in the Project Proposal Form.

In closure, students will then begin a Project Proposal Form. Students will complete the Form for HW.

Differentiation and planned universal supports:
A number of students will be read the directions for each activity multiple times and I will check for understanding. All instructions will be presented on the SMART board. Students will turn-and-talk to help foster a sense of community and help students think collaboratively.

Language Function students will develop. Additional language demands and language supports:
- Students will *complete* a Multiple Intelligence test.
- Students will *analyze* responses in order to *identify* their learning strengths.
- Students will be given an opportunity to *select* a method of assessment, tailored to their learning strengths, involving participation in a debate centered on the argument, "Should Fighting Be Allowed in Hockey?"

Type of Student Assessments and what is being assessed:
  Informal Assessment:
- Warm-Up Question: What type of learner are you?
- Observation will be used to assess understanding and participation.
- Multiple Intelligence Test
- Project Proposal Form

  Formal Assessment:
- Multiple Intelligence Test
- Project Proposal Form

  Modifications to the Assessments:
- Students will all be working in partners or groups of three so students can collaborate together. Students who need extra help will be given an informal individual conference to help select responses if necessary.

Lesson Timeline:
<u>Day 2</u>

Pre-Assessment: The board will have the different learning styles, as noted by Howard Gardner, listed on the board (Linguistic/ Verbal, Logical, Spatial/ Visual, Bodily Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic). Students will tally under what they believe to be their ultimate learning style. Discussion will then ensue about the different learning styles and why students selected the style that they did.

Direct Instruction: The teacher will hand out a Multiple Intelligences Test for students to take. Students will take the test. The teacher will then ask students to grade their test scores to find what their learning strengths are. The teacher will play music softly while students are completing the MI test.

In closure, students will then begin a Project Proposal Form. Students will complete the Form for HW.

Independent Practice: The teacher will then explain the Debate Activity that the class will be working on over the next few classes. Students will be participating in a debate, using the articles and material that was covered in Lesson 1, centered on the question, "Should Fighting Be Allowed in Hockey?" The teacher will then explain that students will have a choice in how they are assessed.

The teacher will provide rubrics for the three different options of assessment regarding the debate. Students will have an opportunity to choose from the following: Debater, Researcher, or Visual Presenter. An explanation of expectations will accompany the rubric for each assessment, and the rubrics will explain how each is assessed.

Post-Assessment: In closure, students will then begin a Project Proposal Form. Students will complete the Form for HW.

Grade Level: 12th

Subject / Content area: English Language Arts

Unit of Study: Should Fighting Be Allowed in Hockey?

Lesson Title: Select Sides and Begin **(Lesson 3)**

Central Focus for the learning segment: Students will *evaluate* their learning strengths and *choose* how they would like to be assessed. Students will revisit their Project Proposal Form, *select* a method of assessment based on their learning strengths, and begin to *develop* their debate argument with their "team."

Content Standard(s): NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

CCSS.ELA-Literacy.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and students will be doing.)**:**

Students will enter class and submit their Project Proposal Forms. There will be three bins for students to place their Forms, labeled accordingly. On either side of each bin, there will be a hat. Inside the hat, there will be folded slips of paper that are distributed evenly labeled either "For" or "Against." When students submit their Proposal, they will select a slip of paper and sit down.

The teacher will explain that the slip of paper in their hand divides the class evenly into teams of "For" or "Against" Fighting in Hockey. Now that the class is divided, with even numbers of Debaters, Researchers, and Visual Presenters, students need to get into their teams and collaborate with their team members.

The class period will be dedicated to working in their teams. The teacher will check the Project Proposal Forms in order to verify that students have selected an appropriate method of assessment. The teacher will also check in with students to make sure that they are clear on expectations and on task.

Students will write their name on a slip of paper and place it into one of four bins on the way out of class as an Exit Slip. The bins will be labelled "Super confident," "Confident," "Not sure," and "Please help." The teacher will ask students to place their name slip into the bin that aligns with how they are feeling about their group or their task.

Differentiation and planned universal supports:
The rubrics are differentiated according to learning strengths. The expectations and rubrics for each team member will be posted on the board. Some students will be offered an opportunity to participate in an additional debate after school in a less populated environment.

Language Function students will develop. Additional language demands and language supports:
- Students will *evaluate* their learning strengths.
- Students will *choose* how they would like to be assessed.
- Students will revisit their Project Proposal Form and *select* a method of assessment based on their learning strengths.
- Students will begin to *develop* their debate argument with their "team."

Type of Student Assessments and what is being assessed:
    Informal Assessment:
- Revisiting Rubrics and Expectations
- Observation will be used to assess understanding and participation.
- Revisiting Project Proposal Form
- Exit Slip

    Formal Assessment:
- Student responses will be graded according to rubric expectations.

Modifications to the Assessments:
- A few students will be given extra time and a scheduled conference to provide extra opportunity to participate in the debate in a less distracting environment.

Lesson Timeline:
<u>Day 3</u>

Pre-Assessment: Students will enter class and submit their Project Proposal Forms. There will be three bins for students to place their Forms, labeled accordingly. On either side of each bin, there will be a hat. Inside the hat, there will be folded slips of paper that are distributed evenly labeled either "For" or "Against." When students submit their Proposal, they will select a slip of paper and sit down.

Direct Instruction: The teacher will explain that the slip of paper in their hand divides the class evenly into teams of "For" or "Against" Fighting in Hockey. Now that the class is divided, with even numbers of Debaters, Researchers, and Visual Presenters, students need to get into their teams and collaborate with their team members.

Guided Practice: The class period will be dedicated to working in their teams. The teacher will check the Project Proposal Forms in order to verify that students have selected an appropriate method of assessment. The teacher will also check in with students to make sure that they are clear on expectations and on task.

Post-Assessment: Students will write their name on a slip of paper and place it into one of four bins on the way out of class. The bins will be labelled "Super confident," "Confident," "Not sure," and "Please help." The teacher will ask students to place their name slip into the bin that aligns with how they are feeling about their group or their task.

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Grade Level: 12th

Subject / Content area: English Language Arts

Unit of Study: Should Fighting Be Allowed in Hockey?

Lesson Title: Working Together to Build an Argument **(Lesson 4)**

Central Focus for the learning segment: Students will continue to collaborate with their team members in order to *argue* whether or not fighting should be allowed in hockey by *analyzing* the texts covered in the unit by *comparing*/ *contrasting* ideas or perspectives within and between texts (articles/ movies), *interpreting* and *evaluating* the author's purpose, and *identifying* textual evidence to support both the opposing argument and their own. Students will present their argument in the form of whichever assessment he/ she *selected*.

Content Standard(s): NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

CCSS.ELA-Literacy.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.W.11-12.1.B
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative,

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connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and students will be doing.)**:**

Students will have the entire class period to work with their team to develop and finalize their presentation and their roles within the presentation.

Differentiation and planned universal supports:
A couple of students will have extra time to complete the assessment. Most students will finish the assessment in the class period.

Language Function students will develop. Additional language demands and language supports:
- Students will collaborate with their team members in order to ***argue*** whether or not fighting should be allowed in hockey.
- Students will ***analyze*** the texts covered in the unit by ***compare*/ *contrast*** ideas or perspectives within and between texts (articles/ movies).
- Students will ***interpret*** and ***evaluate*** the author's purpose and ***identify*** textual evidence to support both the opposing argument and their own.
- Students will present their argument in the form of whichever assessment he/ she ***selected***.

Type of Student Assessments and what is being assessed:
  Informal Assessment:
- Observation will be used to assess understanding and participation within each team.

  Formal Assessment:
- Presentations will be graded according to rubric expectations.

  Modifications to the Assessments:
- A few students will be given extra time to complete the assessment.

Lesson Timeline:
Day 4
Independent Practice:
Students will be asked to take out the materials that the need in order to continue working on their task. Students will continue to collaborate in order to form a coherent, structured, and rehearsed argument. Each team member will work in order to accomplish their individual tasks so that the debate is a success!
If students need more time to complete the assessment, the teacher will make arrangements with those students individually.

Post-Assessment:

Students will write their name on a slip of paper and place it into one of four bins on the way out of class. The bins will be labelled "Super confident," "Confident," "Not sure," and "Please help." The teacher will ask students to place their name slip into the bin that aligns with how they are feeling about their group or their task.

Grade Level: 12th

Subject / Content area: English Language Arts

Unit of Study: Should Fighting Be Allowed in Hockey?

Lesson Title: Answering the Essential Question **(Lesson 5)**

Central Focus for the learning segment: Students will *argue* whether or not fighting should be allowed in hockey by *analyzing* the texts covered in the unit by *comparing*/ *contrasting* ideas or perspectives within and between texts (articles/ movies), *interpreting* and *evaluating* the author's purpose, and *identifying* textual evidence to support both the opposing argument and their own. Students will present their argument in the form of whichever assessment he/ she *selected*.
Content Standard(s): NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].) **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CCSS.ELA-LITERACY.W.11-12.1.B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **CCSS.ELA-LITERACY.SL.11-12.1.B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and students will be doing.)**:**

Students will have the entire class period to present their debate project.

Differentiation and planned universal supports:
A couple of students will have extra time to complete the assessment. Most students will finish the assessment in the class period.

Language Function students will develop. Additional language demands and language supports:
- Students will *argue* whether or not fighting should be allowed in hockey by *analyzing* the texts covered in the unit.
- Students will *compare*/ *contrast* ideas or perspectives within and between texts (articles/ movies).
- Students will *interpret* and *evaluate* the author's purpose, and *identifying* textual evidence to support both the opposing argument and their own.
- Students will present their argument in the form of whichever assessment he/ she *selected*.

Type of Student Assessments and what is being assessed:
   Informal Assessment:
- Observation will be used to assess understanding and participation.

   Formal Assessment:
- Projects and debate will be graded according to rubric expectations.

   Modifications to the Assessments:
- A few students will be given extra time to complete the assessment.

Lesson Timeline:
Day 5
Independent Practice:
Students will present their debate project. The teacher will grade each team and individual according to the rubrics.
If students need more time to complete their individual assessment, the teacher will make arrangements with those students individually.

Post-Assessment:
The teacher will ask students to revisit the line-graph (still preserved on the board) from Lesson 1. Students may go to the board and change their opinion if necessary. The teacher will then ask students to write a brief reflection on why their opinion changed and submit it on the way out.
Class will be dismissed at the end of the period.

Assessments by Lesson:

Lesson 1:

    AGENDA

1. Graph
2. Gallery Walk Posters
3. Exit Slip - Which article do you believe supports your opinion on whether or not fighting should be allowed in hockey best? Why?

Lesson 2:

    AGENDA

1. Multiple Intelligences Test
2. Debate (Summative Assessment-Explained)
3. Project Proposal Form

Lesson 3:

    AGENDA

1. Project Proposal Form
2. Exit Slip

Lesson 4:

    AGENDA

1. Exit Slip

Lesson 5:

    AGENDA

1. Debate (Summative Assessment)
2. Graph (from lesson 1)

Explanation of Formative and Summative
Assessments and Connections with Multiple Intelligences

<u>Lesson 1:</u>

1. Graph - *This assessment can be used as a pre or post assessment. Students post their opinions on either a personal graph or publicly on the board. Discussion ensues about where students stand. The lesson is taught on a topic that connects to the graph. The graph is then revisited at the culmination of the lesson so that students have an opportunity to reflect on their opinions.*
   <u>Intelligences addressed:</u>
   - Visual-Spatial – the graph addresses visual-spatial learners because it is a visual representation of how they are feeling.
   - Logical-Mathematical – the graph addresses logical-mathematical learners because it outlines and graphs data according to how the students are feeling.
   - Bodily-Kinesthetic – the graph addresses bodily-kinesthetic learners because students are able to physically move around the classroom.
   - Interpersonal – the graph addresses interpersonal learners because they can interact with classmates and use the information about the how the class feels.
   - Intrapersonal – the graph addresses intrapersonal learners because they are able to reflect on how they feel and develop a personal opinion.
   - Verbal Linguistic – the graph addresses verbal linguistic learners because students discuss their feelings and justify why they placed themselves where they did on the graph.

2. Gallery Walk Posters - *Students circle the room, generally in groups, responding to prompts on posters placed in various locations around the classroom. In the English classroom, students are encouraged to collaborate in groups to form responses to the gallery walk prompts by identifying textual evidence that supports their claims. Groups will need to cite the textual evidence that they are using to support their claims (title of the article, paragraph #, page #). The gallery walk will act as a written class commentary as students will be required to use new evidence (students will be instructed to use textual evidence that has not been used by a different group).*
   <u>Intelligences addressed:</u>
   - Visual-Spatial – the gallery walk activity addresses visual-spatial learners because it is a visual representation of their work.
   - Logical-Mathematical – the gallery walk activity addresses logical-mathematical learners because it outlines and organizes data taken from the articles.
   - Bodily-Kinesthetic – the gallery walk activity addresses bodily-kinesthetic learners because students are able to physically move around the classroom.

- Interpersonal – the gallery walk activity addresses interpersonal learners because they can collaborate with classmates while analyzing the articles.
- Intrapersonal – the gallery walk activity addresses intrapersonal learners because they are able to reflect on how they feel and develop a personal opinion.
- Verbal Linguistic – the gallery walk activity addresses verbal linguistic learners because students discuss their feelings and justify their analysis of the articles.

3. Post (STICKY NOTE) - Which article do you believe supports your opinion on whether or not fighting should be allowed in hockey best? Why? - *This assessment can be used as a pre or post assessment. Students write a brief reflection on their sticky note. Students may place the sticky notes wherever the teacher designates. The teacher assesses the responses and modifies instruction accordingly.*
   Intelligences addressed:
   - Visual-Spatial – the sticky note assessment addresses visual-spatial learners because it is a visual representation of their opinion.
   - Logical-Mathematical – the sticky note assessment addresses logical-mathematical learners because it requires them to outline their opinion.
   - Bodily-Kinesthetic – the sticky note assessment addresses bodily-kinesthetic learners because students are able to physically move around the classroom.
   - Intrapersonal – the sticky note assessment addresses intrapersonal learners because they are able to reflect on how they feel and develop a personal opinion.
   - Verbal Linguistic – the sticky note assessment addresses verbal linguistic learners because students write and justify their opinion.

Lesson 2:

1. Multiple Intelligences Test – *Students are given a Multiple Intelligences Test that asks helps them to figure out where their strengths/ weaknesses are as a learner. The students respond to a series of questions that are related to the various intelligences (Visual Spatial, Logical-Mathematical, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Verbal Linguistic, Musical, and Natural). Students then "grade" themselves according to the scoring system provided and are provided with data that shows them how they identify with the various intelligences.*
   Intelligences addressed:
   - Visual-Spatial – the MI Test addresses visual-spatial learners because it is a visual representation of their identity as a learner.
   - Logical-Mathematical – MI Test addresses logical-mathematical learners because it outlines and organizes data.
   - Intrapersonal – the MI Test addresses intrapersonal learners because they are able to reflect on how they feel and develop a personal opinion.

- Verbal Linguistic – the MI Test addresses verbal linguistic learners because students write and respond according to their feelings.

2. Project Proposal Form – *The form provides an opportunity for students to reflect on the results of the MI Test and then make a decision for how they would like to demonstrate understanding during the summative assessment. The form also asks students to consider some basic outlining of what will be required to complete their project.*
   Intelligences addressed:
   - Visual-Spatial – the PPF addresses visual-spatial learners because it is a visual representation of their project outline.
   - Logical-Mathematical – the PPF addresses logical-mathematical learners because it requires them to outline their project.
   - Intrapersonal – the PPF addresses intrapersonal learners because they are able to reflect on how they learn.
   - Verbal Linguistic – the PPF addresses verbal linguistic learners because students write and justify their project selection.

3. Debate (Summative Assessment-Explained) – *The debate is a summative assessment that asks students to select a method of assessment that best suits them according to their learning style(s). Students are asked to choose between three roles (debater, visual presenter, or researcher) and participate in a class-wide debate that is based on the materials covered during the unit. The class is split into two teams and each team includes members of all three roles. Students are asked to work independently, but also to collaborate with the members of their team who have the same role, as well as the team as a unit. Students are assessed based on their individual contribution to the debate as well as their team's debate "presentation."*
   Intelligences addressed:
   - Visual-Spatial – the Debate assessment addresses visual-spatial learners because it is a visual representation of their opinion/ the debate/ their work.
   - Logical-Mathematical – the Debate assessment addresses logical-mathematical learners because it requires them to outline their work/ debate/ argument.
   - Bodily-Kinesthetic – the Debate assessment addresses bodily-kinesthetic learners because students are able to physically move around the classroom.
   - Intrapersonal – the Debate assessment addresses intrapersonal learners because they are able to reflect on how they feel and develop their personal argument.
   - Verbal Linguistic – the Debate assessment addresses verbal linguistic learners because students write and justify their opinion.
   - Musical – the Debate assessment addresses musical learners because of the opportunity to incorporate music and other rhythmical patterns into the presentation.

- Naturalistic – the Debate assessment addresses naturalistic learners because students are asked to categorize and consider natural instinct.

Lesson 3:

1. Project Proposal Form – *The form provides an opportunity for students to reflect on the results of the MI Test and then make a decision for how they would like to demonstrate understanding during the summative assessment. The form also asks students to consider some basic outlining of what will be required to complete their project.*
   Intelligences addressed:
   - Visual-Spatial – the PPF addresses visual-spatial learners because it is a visual representation of their project outline.
   - Logical-Mathematical – the PPF addresses logical-mathematical learners because it requires them to outline their project.
   - Intrapersonal – the PPF addresses intrapersonal learners because they are able to reflect on how they learn.
   - Verbal Linguistic – the PPF addresses verbal linguistic learners because students write and justify their project selection.

2. Exit Slip – How confident are you? - *This assessment can be used as a pre or post assessment. Students write a brief reflection on their sticky note. Students may place the sticky notes wherever the teacher designates. The teacher assesses the responses and modifies instruction accordingly.*
   Intelligences addressed:
   - Visual-Spatial – the exit slip assessment addresses visual-spatial learners because it is a visual representation of their opinion.
   - Logical-Mathematical – the exit slip assessment addresses logical-mathematical learners because it requires them to outline their opinion.
   - Bodily-Kinesthetic – the exit slip assessment addresses bodily-kinesthetic learners because students are able to physically move around the classroom.
   - Intrapersonal – the exit slip assessment addresses intrapersonal learners because they are able to reflect on how they feel and develop a personal opinion.
   - Verbal Linguistic – the exit slip assessment addresses verbal linguistic learners because students write and justify their opinion.

Lesson 4:

1. Exit Slip – How confident are you? - *This assessment can be used as a pre or post assessment. Students write a brief reflection on their sticky note. Students may place the sticky notes wherever the teacher designates. The teacher assesses the responses and modifies instruction accordingly.*
   Intelligences addressed:
   - Visual-Spatial – the exit slip assessment addresses visual-spatial learners because it is a visual representation of their opinion.
   - Logical-Mathematical – the exit slip assessment addresses logical-mathematical learners because it requires them to outline their opinion.
   - Bodily-Kinesthetic – the exit slip assessment addresses bodily-kinesthetic learners because students are able to physically move around the classroom.
   - Intrapersonal – the exit slip assessment addresses intrapersonal learners because they are able to reflect on how they feel and develop a personal opinion.
   - Verbal Linguistic – the exit slip assessment addresses verbal linguistic learners because students write and justify their opinion.

Lesson 5:

1. Debate (Summative Assessment-Explained) – *The debate is a summative assessment that asks students to select a method of assessment that best suits them according to their learning style(s). Students are asked to choose between three roles (debater, visual presenter, or researcher) and participate in a class-wide debate that is based on the materials covered during the unit. The class is split into two teams and each team includes members of all three roles. Students are asked to work independently, but also to collaborate with the members of their team who have the same role, as well as the team as a unit. Students are assessed based on their individual contribution to the debate as well as their team's debate "presentation."*
   Description of Intelligences addressed:
   - Visual-Spatial – the Debate assessment addresses visual-spatial learners because it is a visual representation of their opinion/ the debate/ their work.
   - Logical-Mathematical – the Debate assessment addresses logical-mathematical learners because it requires them to outline their work/ debate/ argument.
   - Bodily-Kinesthetic – the Debate assessment addresses bodily-kinesthetic learners because students are able to physically move around the classroom.
   - Intrapersonal – the Debate assessment addresses intrapersonal learners because they are able to reflect on how they feel and develop their personal argument.
   - Verbal Linguistic – the Debate assessment addresses verbal linguistic learners because students write and justify their opinion.

- Musical – the Debate assessment addresses musical learners because of the opportunity to incorporate music and other rhythmical patterns into the presentation.
- Naturalistic – the Debate assessment addresses naturalistic learners because students are asked to categorize and consider natural instinct.

a. **<u>Researcher</u>** – *students will be asked to complete a written assessment that will act as a summative assessment for the unit. Students will have the opportunity to demonstrate their knowledge and skills developed throughout the unit.*

<u>Intelligences addressed:</u>
- Visual Spatial
- Logical-Mathematical
- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Verbal Linguistic

b. **<u>Debater</u>** - *students will be asked to complete a performance assessment that will act as a summative assessment for the unit. Students will have the opportunity to demonstrate their knowledge and skills developed throughout the unit.*

<u>Intelligences addressed:</u>
- Visual Spatial
- Logical-Mathematical
- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Verbal Linguistic

c. **<u>Visual Presenter</u>** - *students will be asked to complete a creative written assessment that will act as a summative assessment for the unit. Students will have the opportunity to demonstrate their knowledge and skills developed throughout the unit.*

<u>Intelligences addressed:</u>
- Visual Spatial
- Logical-Mathematical
- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Verbal Linguistic

- Musical
- Naturalistic

2. Post – Revisit the Graph - *This assessment can be used as a pre or post assessment. Students post their opinions on either a personal graph or publicly on the board. Discussion ensues about where students stand. The lesson is taught on a topic that connects to the graph. The graph is then revisited at the culmination of the lesson so that students have an opportunity to reflect on their opinions.*
   Intelligences addressed:
   - Visual-Spatial – the graph addresses visual-spatial learners because it is a visual representation of how they are feeling.
   - Logical-Mathematical – the graph addresses logical-mathematical learners because it outlines and graphs data according to how the students are feeling.
   - Bodily-Kinesthetic – the graph addresses bodily-kinesthetic learners because students are able to physically move around the classroom.
   - Interpersonal – the graph addresses interpersonal learners because they can interact with classmates and use the information about the how the class feels.
   - Intrapersonal – the graph addresses intrapersonal learners because they are able to reflect on how they feel and develop a personal opinion.
   - Verbal Linguistic – the graph addresses verbal linguistic learners because students discuss their feelings and justify why they placed themselves where they did on the graph.

LESSON 1 INSTRUCTIONAL MATERIAL

Questions for Gallery Walk Posters

<u>History of Hockey Article</u>

3. How has the role of fighting changed throughout the history of hockey? Use textual evidence to support your claim.
4. How did expansion in the NHL effect fighting? Use textual evidence to support your claim.

<u>A Boy Learns to Brawl Article & Fedoruk Article</u>

3. What is Boogard's perspective on fighting in the NHL? Use textual evidence to support your claim.
4. What factors led to Boogard or Fedoruk to becoming a fighter? Use textual evidence to support your claim.

<u>Four Perspectives Article</u>

4. What reasons are provided by Crowder, Chase, and Grim for fighting?
5. How has Shanahan's perspective changed and why?
6. Who do you agree with? Why?

<u>For Fighting Article & Against Fighting Article</u>

3. What statistics are provided for fighting? Will these be enough to keep fighting in the game? Why or why not?
4. What statistics are provided against fighting? Will these be enough to remove fighting from the game? Why or why not?

Lesson 2 Instructional Materials

Multiple Intelligences Test based on Howard Gardner's MI Model

Name: _____ Date: _____ Period: _____

| Check the space provided if you believe the statement is true about you, if not leave the space blank. |

1
_____ I enjoy telling stories and jokes
_____ I have a good memory for trivia
_____ I enjoy word games (e.g. Scrabble & puzzles)
_____ I read books just for fun
_____ I am a good speller (most of the time)
_____ In an argument I tend to use put-downs or sarcasm
_____ I like talking and writing about my ideas
_____ If I have to memorize something I create a rhyme or saying to help me remember
_____ If something breaks and won't work, I read the instruction book first
_____ For a group presentation I prefer to do the writing and library research

2
_____ I really enjoy my math class
_____ I like logical math puzzles or brain teasers
_____ I find solving math problems to be fun
_____ If I have to memorize something I tend to place events in a logical order
_____ I like to find out how things work
_____ I enjoy computer and any math games
_____ I love playing chess, checkers or Monopoly
_____ In an argument, I try to find a fair and logical solution
_____ If something breaks and won't work, I look at the pieces and try to figure out how it works
_____ For a group presentation I prefer to create the charts and graphs

3
_____ I prefer a map to written directions
_____ I daydream a lot
_____ I enjoy hobbies such as photography

4
_____ My favorite class is gym since I like sports
_____ I enjoy activities such as woodworking, sewing and building models

_____ I like to draw and create

_____ If I have to memorize something I draw a diagram to help me remember

_____ I like to doodle on paper whenever I can

_____ In a magazine, I prefer looking at the pictures rather than reading the text

_____ In an argument I try to keep my distance, keep silent or visualize some solution

_____ If something breaks and won't work I tend to study the diagram of how it works

_____ For a group presentation I prefer to draw all the pictures

_____ When looking at things, I like touching them

_____ I have trouble sitting still for any length of time

_____ I use a lot of body movements when talking

_____ If I have to memorize something I write it out a number of times until I know it

_____ I tend to tap my fingers or play with my pencil during class

_____ In a argument I tend to strike out and hit or run away

_____ If something breaks and won't work I tend to play with the pieces to try to fit them together

_____ For a group presentation I prefer to move the props around, hold things up or build a model

5	6

_____ I enjoy listening to CD's and the radio

_____ I tend to hum to myself when working

_____ I like to sing

_____ I play a musical instrument quite well

_____ I like to have music playing when doing homework or studying

_____ If I have to memorize something I try to create a rhyme about the event

_____ I an argument I tend to shout or punch or move in some sort of rhythm

_____ I can remember the melodies of many songs

_____ If something breaks and won't work I tend to tap my fingers to a beat while I figure it out

_____ I get along well with others

_____ I like to belong to clubs and organizations

_____ I have several very close friends

_____ I like helping teach other students

_____ I like working with others in groups

_____ Friends ask my advice because I seem to be a natural leader

_____ If I have to memorize something I ask someone to quiz me to see if I know it

_____ In an argument I tend ask a friend or some person in authority for help

_____ If something breaks and won't work I try to find someone who can help me

_____ For a group presentation I prefer to put new words to a popular tune or use music	_____ For a group presentation I like to help organize the group's efforts
7	**8**
_____ I like to work alone without anyone bothering me	_____ I am keenly aware of my surroundings and of what goes on around me
_____ I like to keep a diary	_____ I love to go walking in the woods and looking at the trees and flowers
_____ I like myself (most of the time)	_____ I enjoy gardening
_____ I don't like crowds	_____ I like to collect things (e.g., rocks, sports cards, stamps, etc)
_____ I know what I am good at and what I am weak at	_____ As an adult, I think I would like to get away from the city and enjoy nature
_____ I find that I am strong-willed, independent and don't follow the crowd	_____ If I have to memorize something, I tend to organize it into categories
_____ If I have to memorize something I tend to close my eyes and feel the situation	_____ I enjoy learning the names of living things in our environment, such as flowers and trees
_____ In an argument I will usually walk away until I calm down	_____ In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly
_____ If something breaks and won't work, I wonder if it's worth fixing up	_____ If something breaks down, I look around me to try and see what I can find to fix the problem
_____ For a group presentation I like to contribute something that is uniquely mine, often based on how I feel	_____ For a group presentation I prefer to organize and classify the information into categories so it makes sense

*Leave Blank
TOTAL SCORE

_____ **Verbal/Linguistic (1)**	_____ **Musical/Rhythmic (5)**
_____ **Logical/Mathematical (2)**	_____ **Interpersonal (6)**
_____ **Visual/Spatial (3)**	_____ **Intrapersonal (7)**
_____ **Bodily/Kinesthetic (4)**	_____ **Naturalist (8)**

Name: _____   Date: _____
Mr. Dugan   Period: _____

Project Proposal Form

1. What are the three options for the debate? Describe them.

2. Which option do you like the most? Why? Which option do you like the least? Why?

3. Considering your score on the multiple intelligence test and the role that is most desirable to you, which role do you choose to take on for this assignment? Why did you choose this role?

4. What resources will this project require (for example: markers, colored pencils, poster paper, internet access, earphones, a camera, etc.)? What material will you actually need to complete your project in class? Please list anything that you may need for me to provide.

Debate: Should Fighting Be Allowed in Hockey?

Project Options

<u>Option 1: Debater</u> – The debater is at the forefront of the debate – you are the voice. You will be the "show." In order to be an effective debater, you must do the following:

- *Participate in a debate arguing one position in an effective and focused manner.*
- *Connect information and events in text to experience and to related text and sources.*
- *Synthesize information from multiple sources to draw conclusions.*
- *Deliver a polished speech that is organized and suited to the audience and that uses resource materials to clarify and defend positions.*

The class will be broken into teams and you and your fellow debaters will need to work with your researchers and visual presenters to come up with the ultimate debate presentation. Your team's goal is to win the debate using thorough research, precise visuals/ sound, and a fantastic display of emphatic persuasion!

<u>Option 2: Researcher</u> - The researcher is responsible for the core data used in the debate. You will be the mastermind behind the evidence used for your team. In order to be an effective researcher, you must do the following:

- *Conduct research using multiple sources to support a position in a debate.*
- *Put information from multiple sources into debate format.*
- *Connect information and events in text to experience and to related text and sources.*
- *Locate specific information by using organizational features in expository text.*
- *Synthesize information from multiple sources to draw conclusions.*

The class will be broken into teams and you and your fellow researchers will need to work with your debaters and visual presenters to come up with the ultimate debate presentation. Your team's goal is to win the debate using thorough research, precise visuals/ sound, and a fantastic display of emphatic persuasion!

Option 3: Visual Presenter – The visual presenter is a key component of the debate team. The visual presenter is responsible for the core data used in the debate. You will be the mastermind who constructs stunning visuals that display the evidence used for your team. In order to be an effective visual presenter, you must do the following:

- Connect information and events in text to experience and to related text and sources.
- Organize specific information to enhance the presentation.
- Synthesize information from multiple sources to draw conclusions.
- Deliver a presentation that is organized and suited to the audience and that uses resource materials to clarify and defend positions.
- Effective use of informal and formal graphics, illustrations, statistics, videos, sound, etc.

The class will be broken into teams and you and your fellow researchers will need to work with your debaters and researchers to come up with the ultimate debate presentation. Your team's goal is to win the debate using thorough research, precise visuals/ sound, and a fantastic display of emphatic persuasion!

You must submit your Project Proposal Form and discuss your selection with Mr. Dugan before beginning. Good Luck!

Debater Rubric

Name: _____   Date: _____

	1	**2**	**3**	**4**
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following the presentation because student jumps around.	Student presents some information in a somewhat logical sequence so that the audience can follow.	Student presents information in a logical sequence so that the audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about the subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge by answering class questions with explanations and elaboration.
Elocution	Student mumbles, incorrectly pronounces terms, and does not speak loud enough to present to the class.	Student's voice is low so that the audience cannot hear him/her. Student incorrectly pronounces terms.	Student's voice is clear. Student pronounces most words correctly and most audience members can easily hear the debate.	Student speaks clearly and loudly, pronounces all words correctly, and all audience members can hear the debate.
Persuasion	Student does not argue his/her side in a persuasive manner; student does not use any persuasive techniques.	Student barely argues his/her side in a persuasive manner and uses few persuasive techniques.	Student accurately argues his/her side in a persuasive manner and uses some persuasive techniques.	Student argues his/her side in a very persuasive manner and uses several persuasive techniques.
Group Work	It is clear that the group did not work together to complete the debate.	Few students worked together in the group to complete the debate.	All student's roles were fairly clear indicating that most students worked together.	All student's roles were clearly defined and executed to complete the debate.

Researcher Rubric

Name: _____   Date: _____

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following the presentation because student jumps around.	Student presents some information in a somewhat logical sequence so that the audience can follow.	Student presents information in a logical sequence so that the audience can follow.
Content	Student does not have grasp of information; the content is not accurate to the debate.	Student has an unclear grasp of the information; content is incomplete or very underdeveloped.	Student shows understanding of the information; content is mostly relevant and developed.	Student shows full knowledge of the information; content is very clear and relevant.
Claims	Student does not provide articulated claims that relate to the debate.	Student provides few claims that are not fully articulated; few claims are relevant to the debate.	Student provides some claims that are fully articulated; all claims are relevant to the debate.	Student provides several, fully articulated claims; all claims are very relevant to the debate.
Persuasion	Student does not argue his/her side in a persuasive manner; student does not use any persuasive techniques.	Student barely argues his/her side in a persuasive manner and uses few persuasive techniques.	Student accurately argues his/her side in a persuasive manner and uses some persuasive techniques.	Student argues his/her side in a very persuasive manner and uses several persuasive techniques.
Group Work	It is clear that the group did not work together to complete the debate.	Few students worked together in the group to complete the debate.	All student's roles were fairly clear indicating that most students worked together.	All student's roles were clearly defined and executed to complete the debate.

Visual Presenter Rubric

Name: _____   Date: _____

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following the presentation because student jumps around.	Student presents some information in a somewhat logical sequence so that the audience can follow.	Student presents information in a logical sequence so that the audience can follow.
Content	Student does not have grasp of information; the content is not accurate to the debate.	Student has an unclear grasp of the information; content is incomplete or very underdeveloped.	Student shows understanding of the information; content is mostly relevant and developed.	Student shows full knowledge of the information; content is very clear and relevant.
Delivery	Student does not provide visuals that relate to the debate; clearly unprepared.	Student provides few visuals that relate to the debate; somewhat unprepared.	Most visuals that the student provides relate to the debate; somewhat prepared.	Student provides several, relevant visuals that fully relate to the debate; prepared.
Persuasion	Visuals do not argue either side in a persuasive manner; student does not use any persuasive techniques.	Visuals barely argue either side in a persuasive manner; student uses few persuasive techniques.	Visuals accurately argue either side in a persuasive manner; student uses some persuasive techniques.	Visuals argue either side in a very persuasive manner; student uses several persuasive techniques.
Group Work	It is clear that the group did not work together to complete the debate.	Few students worked together in the group to complete the debate.	All student's roles were fairly clear indicating that most students worked together.	All student's roles were clearly defined and executed to complete the debate.

Chapter IV: Conclusion

Assessment

Multiple forms of assessment that were examined throughout this work. The term assessment, "refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (The Glossary of Education Reform, 2015). Limited approaches to assessment can be broadened by examining Gardner's work. The limited testing method as a form of assessment that stems from a combination of the government's focus on standardized testing and the ease of creating one test for all students is not the only answer.

Approaching the Problem

A common misconception about assessments is that if a student has comprehended the material or skill, then they should be able to display their comprehension regardless of the form of assessment. Howard Gardner, developer of the Theory of Multiple Intelligences, states that there are eight different intelligences that human beings use to process information as opposed to one singular intelligence. The eight intelligences are: Verbal-linguistic intelligence, Logical-mathematical intelligence, Visual-spatial intelligence, Musical intelligence, Naturalistic intelligence, Bodily-kinesthetic intelligence, Interpersonal intelligence and Intrapersonal intelligence (The George Lucas Educational Foundation, 2016). Assessments can – rather, should – be used to enhance learning, not simply to test what has been learned, by appealing to the intelligences of each individual student and therefore giving students an opportunity to personalize their learning. According to Lunenburg & Lunenburg (2014), by "using the multiple intelligences approach in your classroom, you will provide opportunities for authentic learning based on your students' needs, interests, and talents" (p. 6).

Purpose of the Work

The purpose of my research and work is to show that multiple forms and differentiations of pre-assessments, post-assessments and formative assessments should be used to create summative assessments, so that students are, engaged according to his or her learning process (Multiple Intelligences), provided with opportunities to be creative and given choice in how they demonstrate the knowledge or skill(s) that they have gained. According to Howard Gardner (1993), "An individual understands a concept, skill, theory or domain of knowledge to the extent that he or she can apply it appropriately in a new situation" (p. 119). In order to create assessments that meet this criteria, teachers must generate engaging assessments. Crystal Land (2005), Academic Dean at Head-Royce School, provides insight into how teachers can create engaging assessments by using the following guidelines: "What do we want to students to really know? What is important and meaningful in the structure of our society? What kinds of papers and projects will allow students to be creative, engaged learners—ones who will recall, synthesize and really embrace what they have learned?" The research and work that I provide considers Land's guidelines and aims to illustrate how to create engaging formative assessments that build into an engaging summative assessment.

My Solution

Assessments are one of the keys to learning; they provide students and teachers with data that should indicate the level of skill acquisition or knowledge gained before, during or after a lesson or unit. Unfortunately, assessments are frequently used as nothing more than an opportunity for students to regurgitate information. Often, assessments do not engage students or give them an opportunity to apply the learned skill or knowledge properly in a new environment. Therefore, the data provided as a result of the assessment is not always indicative of a student's

learning, and, what's even more alarming, the student passes the assessments and course without being immersed in the knowledge or skills being taught. In order to properly assess student learning, Gardner (1993) states that students can only show understanding of, "A concept, skill, theory or domain of knowledge to the extent that he or she can apply it appropriately in a new situation" (p. 119).

I created five consecutive lesson plans as a demonstration of my solution. The first four lesson plans use multiple formative assessments that engage multiple intelligences and build to the summative assessment. The summative assessment is made up of three options for students to choose from based on their learning styles. Each assessment asks students to demonstrate their knowledge and skills learned over the course of the unit while using the same resources, but students are able to select the method of demonstrating their knowledge according to their strengths.

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