

Mapping Assessment Results

Black font – whole class results

Blue font – Andy (only incorrect answers marked) – 95% overall test score

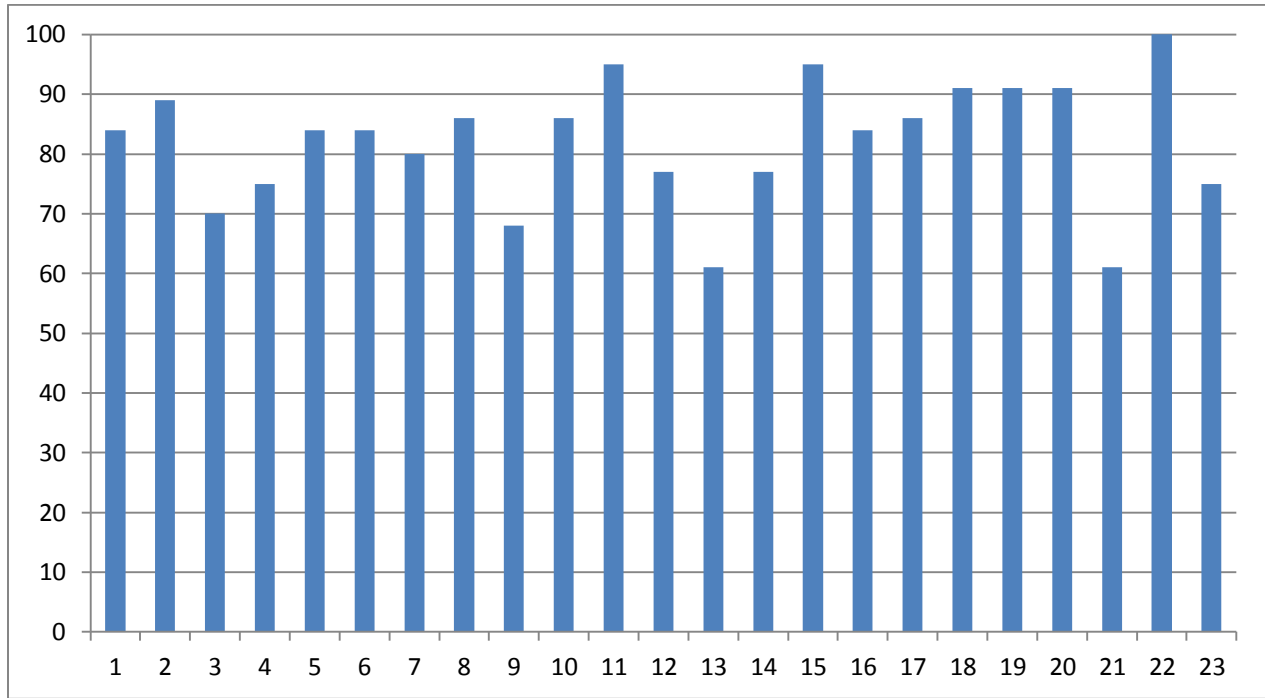
Orange font – Beth (only incorrect answers marked) – 71% overall test score

CONTENT	COGNITIVE LEVEL					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Spread of Christianity and the Catholic Church	Identify Medium 2 – 89%, 3 – 70%, X 18 – 91%					
Structure of feudal society and its economic, social, and political effects		Explain Medium 7 – 80%, X 17 – 86% 20 – 91%				
The Frankish kings, Age of Charlemagne, and revival/reinterpretation of Roman Empire		Explain Medium 4 – 75%, 6 – 84%, X 16 – 84%,				
Invasions, settlements, and migratory groups – Angles, Saxons, Magyars, and Vikings	Identify Low 1 – 84% 19 – 91%,					

Emergence of nation-states (England, France, Spain, Russia) and political developments		Describe Medium 8 – 86%, X 9 – 68%, X 23 – 75%, X, X				
Conflicts among Eurasian powers, Crusades, Mongols, fall of Constantinople		Explain High for Crusades 10 – 86%, 21 – 61%, Essay - Avg 87%, 14/15				
Patterns of crisis and recovery related to the Black Death	Identify Low 11 – 95% 22 – 100%			Identify patterns High 12 – 77% 15 – 95% Essay – Avg 87%, 11/15		
Preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science		Explain Medium 5 – 84% 13 – 61%, 14 – 77%, X				
Writing essays			Practice High Essay – Avg 87% 14/15, 11/15			Support with evidence High Essay – Avg 87% 14/15, 11/15

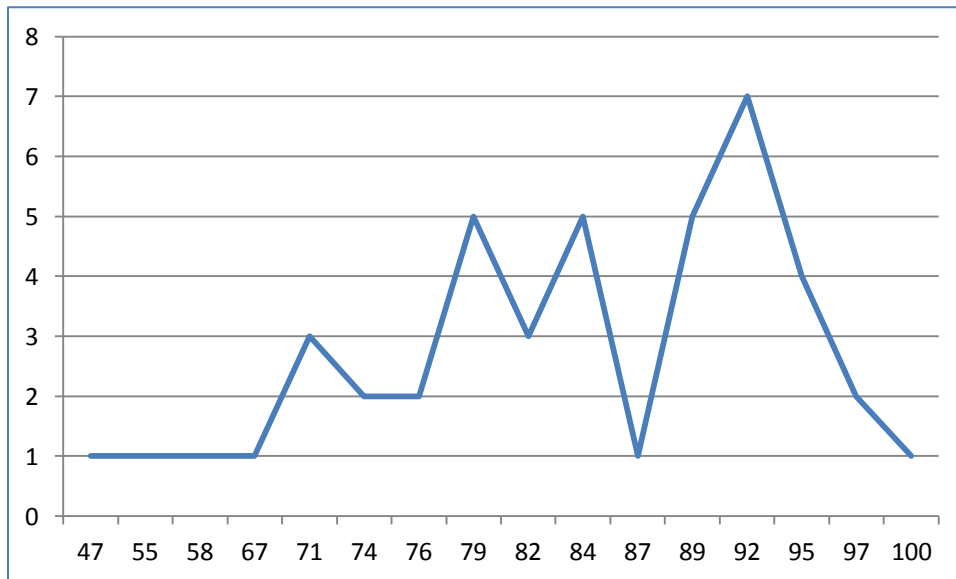
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Percentage of Correct Answers for each Question



Students' Grades

(x-axis – student scores, y-axis – frequency of scores)



(This is not quite a bell curve, but most students are achieving near the average. The average was 83.)

Introduction

I made a few changes to my test before giving it to the students. Due to SOL testing, the schedule was changed several times during this unit. One class had more instructional time on the Crusades than the other because of the schedule changes, so I decided to put choice into the essay. I gave students the choice to write about the Crusades or the Black Death. The other major change was how the test was to be graded. My cooperating teacher wanted the essay to be 40% of the overall test grade. Generally, this benefits the students. So I made each multiple choice question worth one point, and the essay worth 15 points, for a total of 38 points. Their grades were then transferred into a percentage. The test is shown at the end of this assignment. As shown in the chart, the students' grades were not quite in a normal bell curve, but my cooperating teacher told me that most of the students achieved grades on par with what they do on his tests. For this reason, he told me not to curve the grades in any way or give points back on some of the test questions that many students missed.

Inferences about Student Learning (Whole Class)

Overall, the students seemed to have learned the material. The average grade was an 83, which is a high C in the Grafton grading system. (B range starts at 84.) There were only 3 students who failed the test. I was immediately drawn to questions 3, 9, 13, and 21. Questions 9 and 13 were two topics that students struggled with throughout the unit. I noticed this and continued to bring them up in classes and during review. Despite this, I don't think some students understood the concepts very well. They will be readdressed during SOL review.

I wanted to determine if students had failed to learn this material or if there was a problem with the questions. The overwhelming majority of students who got question 3 wrong guessed the same wrong answer (choice C). The correct answer was choice D. The same type of thing happened with question 21. Almost every student who was wrong chose the same answer (choice B). The correct answer was choice D. These were both topics that were more rushed than I would have liked, due to SOL testing schedule changes. This shows me that I should have reviewed these topics more before the students took the test. However, it would also seem that students are not reading all of the answer choices before choosing. Two of the five questions

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that had an answer of D were also two of the four questions with correct answers under 75%.

That shows me that some students may be choosing an answer that seems right before reading all of the choices. I think this was especially the case with question 21 because choice B was wrong because the Kings influence increased while the Pope's influence decreased. This answer choice is tricky.

I also noticed that 100% of students got question 22 correct, and 95% of students got questions 11 and 15 correct. All of these questions are in the same broad category of the Black Death. So, either students learned this material very well or these questions were too easy. I believe that students actually learned this material well for a few reasons. First, this was the last topic that we covered just before the test. Second, the students were really interested in the Black Death because it is so gross and shocking. Third, during the review session for this test students were encouraged to study the effects of the Black Death and the Crusades because those were the essay topics. Of course, I did not tell them that this was the topic of the essay, but I did encourage them to focus on the effects of those two events.

The average for the essay was 87%, so students did pretty well on the essay part. Most students chose to write the Black Death essay. This is not surprising because we did not get the chance to spend as much time on the Crusades, due to the schedule changes mentioned earlier. Also, the Black Death is inherently more interesting to teenagers since it is so gruesome. Based on the essays, I would say that the students learned the effects of the Black Death pretty well.

By broad categories in the table of specifications, students seemed to struggle with the emergence of nation-states, which was a topic that we spent less time on. Students also struggled with the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. I thought I had covered this well because I realized early on that students were struggling with the concept. Actually, they continue to struggle with this as we have begun to study the Renaissance. Something about the concept of information lost to Europe, preserved in the Middle East, and re-discovered in Europe is difficult to grasp and retain for students.

Inferences about Individual Student Learning

The names of the students have been changed for this paper. I chose one student, Andy, who consistently does well on assessments who received a 95% (an A) on this test. Then I chose a student who struggles on tests specifically. Beth received a 71% (a D) on this test.

Andy seems to have learned the material well. He got one multiple choice question wrong. This question had a short passage to read, so he misunderstood the passage and not necessarily any material that was directly covered in class. This question was answered correctly by 75% of the class, so it was not an easy question. Andy may need to practice this style of question. He is usually an excellent test taker. He got one point off on the essay because his explanation for the social effects of the Crusades was weak. Otherwise the essay showed that he understood the effects of the Crusades on Europe. Andy typically does well on the essay questions, so it is not a matter of writing ability. He just misunderstood one small aspect of the social effects of the Crusades.

After mapping Beth's results onto the TOS, the emergence of nation-states category immediately jumped out at me. It is clear that Beth did not learn or understand this material because she missed all three questions on this objective. I will need to make sure that Beth understands this material as we enter into SOL review in class. The only other question that I am concerned about is question 7. This was a concept that we covered in multiple ways. We took notes, had a short in-class simulation, and the students wrote a take-home essay on feudalism. Beth really should have understood the concept by the time they took the test. I will need to make sure that she understands feudalism during SOL review because it is important and it also relates to the lessons (and SOLs) on Japan.

Beth's results on the essay are interesting because she got all four multiple choice questions on the Black Death correct, but she received 11 out of 15 on the essay. Most of the multiple choice questions were about the Black Death itself while the essay focused on the effects of the Black Death. Beth did not give enough examples or explanations of the effects of the Black Death. What she had was accurate, but it showed that she had only a superficial understanding of the topic. Also, she needs to develop her ability to write in-class essays. I

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think this may have been the objective she struggled with and not so much the topic. Typically, the essays give students a chance to boost their grade. I have done the math and this has been true on tests in these classes. However, I don't think some students were looking at essays this way, including Beth. I have since explained to the students that essays help them a lot when they attempt to do well and show as much as they know on a topic. Beth has done better on subsequent essays.

Instructional Decisions

The first decision that I made was that I needed to address the four questions that had fewer than 75% correct answers. When I gave the tests back to the students, I went over the questions that were missed most often. Then the students go over the rest of the questions on their own, and I am available to answer any individual questions. Many students seemed to realize right away why they got certain questions wrong, lending credence to my theory that they may not be reading the questions as carefully as they should. I have given them these directions written and orally on future tests.

As we began the Renaissance unit, I reviewed the concept that ancient texts and knowledge were preserved in the Middle East and brought back to Europe. This is important because Renaissance writers and artists were heavily influenced by the ancient Greeks and Romans. I will include a similar question again on the test for this unit since it relates here as well.

Also, I learned the lesson that I need to be aware of school-wide schedules that will affect my classroom. Even though my students were not taking SOL tests during this unit, it still affected my class. If I had been aware of the schedule ahead of time, I could have modified my lessons in a way that was better planned. However, I did find that I am able to be flexible as changes arise, which is always a good skill to have in teaching.

I also made a change in how we review for tests. Students did well on topics that were towards the end of the unit since it was fresh in their minds. On review days and materials, I have put slightly more emphasis on topics that were early in the unit and/or covered in less depth. So students will go back over this material to make sure that they have learned it.

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Students did very well on topics that they found interesting and topics that were presented in ways other than lecture and notes. I have attempted to create lessons that will pique students' interest and give them more exposure to topics that I know will be difficult. I continued to do this after this test, but I believe that I have been more successful as student teaching has continued. This should work with most groups of students, so I have made the long term decision to create lessons that allow students to experience the material in multiple ways, to go in depth with certain material, and to capture their interests.

Another long term decision that I have made regarding assessment based on this test is that I need to use a table of specifications (TOS) for every test and unit. It is absolutely worth the extra time to make a table of specifications because it is so easy to see if you are assessing all the objectives that you had intended to by using a TOS. I attempted to start putting together a test without one because I had some sample questions from another teacher, and I quickly found myself sketching out a TOS so I would know what types of questions to add. In addition to increasing the validity and reliability, it was just much easier to plan out a test with a TOS.

Conclusions on the Validity and Reliability

After I graded the tests, I had my cooperating teacher look over the results. He said that most of the students were in the grade range that they are usually in. It would have raised a flag in terms of validity and reliability if good students were plummeting or all students received A's. I would say that this test has a fairly high degree of validity because it assesses what it is intended to assess. The students did much better on topics that we had more time to cover. They did less well on rushed and difficult topics. Of course, I tried to go over these topics and help students to understand them, but not all students will grasp all concepts. The consistency just shows that the test really assesses what I claim it assesses. Some concepts will be revisited in later units, so hopefully students will learn them better with repeated exposure. In addition, there were very few questions that many students got wrong. As mentioned, there were only four questions that over 25% of students missed. So, most students were missing different questions, showing that most of the questions were really testing whether or not the student knew and understood the material. There is an edit shown below for the question all students had correct.

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I adjusted the essay to include choice because our schedule was changed. This adds to the validity because as instruction was adjusted, so was the assessment. In this way, I made sure that the assessment remained aligned with instruction. I believe that for the most part, this assessment separated who knew the material from who did not know the material.

There is always the potential for random error, but I attempted to have the most reliability possible. I created a clear rubric for the essay that cuts down on subjectivity. Students were aware of what information and explanations were necessary to do well on the essay. I found that I was considering the quality of explanations in addition to there just being an explanation, but I think this is appropriate for an essay. The test was free of typos, error, and grammar confusion. The students did not find any errors in these areas. I was in the room to answer questions during the test, although not many arose. The language used was appropriate for the students' level and aligned with the language used in the classroom. After students got their results, I asked them why they found certain questions confusing. For the most part, the students were getting questions incorrect because they didn't know the material, not because the questions were bad.

Many students missed question 21. Answer B (the popes influence increased after the Crusades) is a tricky answer because his influence actually decreased, but most of the students who got the question wrong chose that particular wrong answer. After they got the test back, many of these students realized the mistake, and I believe that they were not reading all of the answer choices before selecting their answer. So if I were to reuse this test, I would put the correct answer earlier and the trick answer later. Students should be reading all the answer choices, but this small change could help to eliminate the issue with this particular question.

Everyone got question 22 correct. This question was taken from the SOL released tests. If I use this question in the future, I may change a couple of the answer choices. We did not study the Norman Conquest in too much detail, so students would not have chosen that answer. We studied the Mongol invasions in more depth in other units, so they probably would not choose that either. If I could replace those answer choices with more credible answers, that may boost the validity of this question.

Middle Ages Test

Multiple Choice – 23 questions

Choose the best answer for each question.

1. Where did the Angles and Saxons invade and settle primarily?
 - a. **England**
 - b. France
 - c. Italy
 - d. Spain

2. What was papal supremacy?
 - a. The church claimed ownership of all available paper for books in monasteries.
 - b. **The pope claimed authority over all secular rulers, including kings.**
 - c. The law that knights had to come from the noble classes and train for many years.
 - d. The lord claimed authority over all serfs on his manor and guaranteed protection.

3. How did Queen Isabella and the Inquisition affect religion in Spain?
 - a. Isabella converted to Islam when she realized that many of her new subjects were Muslims.
 - b. Christians were kicked out of Spain, and those who tried to stay were often killed by Isabella's army.
 - c. Isabella brought a new age of toleration to Spain after the Muslim empire was pushed back.
 - d. **Non-Christians were kicked out of Spain, and those who had converted to Christianity could be accused of heresy and put to death.**

4. Pope Leo III made Charlemagne Emperor of the Romans in the year 800. Why is this an important event in Europe's history?
 - a. This event would end religious influence in politics in Europe.
 - b. Charlemagne would be able to defeat many enemies because of his new title.
 - c. **This event revived the idea of a united Christian empire which affected politics in Europe for years.**
 - d. Charlemagne remains a well liked figure in French history.

5. Universities in Europe began as –

- a. centers for artistic learning in the Gothic style.
- b. small one-room schoolhouses led by local women.
- c. places to educate men away from the control of the Church.
- d. schools near great cathedrals to train and educate clergy.**

6. After the fall of Rome, Western Europe was divided into many small kingdoms. Clovis, king of the Franks, conquered Gaul (France) and extended his empire. Clovis gained the support of the people in his empire by –

- a. leading an army during the Crusades
- b. promising to lower taxes
- c. creating the largest kingdom in Western Europe
- d. converting to Christianity**

7. The relationship between serf and lord could be compared to the relationship between vassal and lord because –

- a. both serfs and vassals were tied to the land of the manor.
- b. both relationships involved agreed on duties and responsibilities of each person.**
- c. both relationships benefitted only the person of the higher class.
- d. they all sent their sons to learn to become knights.

8. Why was the Magna Carta an important English document?

- a. It benefitted the king more than the nobles.
- b. It declared the findings of the *Domesday Book* obsolete.
- c. It granted certain rights to the people and said that the king must obey the law.**
- d. It gave the king unlimited power to raise taxes to continue his military campaigns.

9. The Hundred Years' War caused England's Parliament to gain power. What was the "power of the purse"? Parliament could –

- a. **make demands of the king before approving any new taxes.**
- b. get money to raise an army without permission from the king.
- c. give money to the English people in exchange for votes.
- d. not stop the king from creating new taxes and military campaigns.

10. In 1095, Pope Urban II called for action, "Both knights and footmen, both rich and poor... must strive to help expel [the Muslims] from our Christian lands before it is too late..."

What action did the pope want people to take? He wanted people to

- a. **join the Crusades to gain control of the Holy Land.**
- b. join his war against Henry IV over lay investiture.
- c. take a pilgrimage to Jerusalem.
- d. stay away from the fighting and be peaceful.

11. How did the Black Death (Bubonic plague) spread across Europe?

- a. Knights' horses carried the disease infecting their enemies in battle.
- b. Birds carried the disease from Asia to Europe and North Africa.
- c. **Rats carrying diseased fleas infested ships and houses.**
- d. People ate infected grain that came off a ship in Sicily.

12. "They died by the hundreds, both day and night, and all were thrown in ... ditches and covered with earth. And as soon as those ditches were filled, more were dug. And I ... buried my five children with my own hands ... And so many died that all believed it was the end of the world." - An Italian man writing about the Black Death (Bubonic plague)

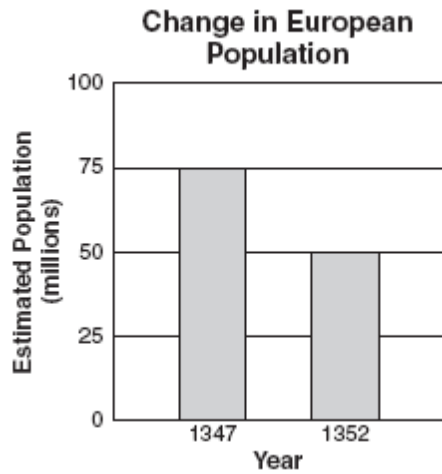
What is a person during the Middle Ages *most likely* to do in this situation?

- a. go to the doctor or the Church to be cured of the infection
- b. **turn to magic and witchcraft to try to find a cure**
- c. go to a part of Europe that was not affected by the Black Death
- d. write a letter to the King asking him to send help

13. Europeans acquired "new" learning during the late middle ages. – What is meant by the word new in this sentence?
- Most knowledge learned during this time was entirely new to the whole world.
 - Many of the ideas had been lost to Europeans, but were well known to Muslim civilizations that were willing to share this knowledge.**
 - Only certain segments of the population in Europe were learning this new knowledge.
 - Muslim civilizations would not share their knowledge, so Europeans had to discover it on their own.
14. How did Christian scholars attempt to reconcile their faith with the writings of the ancient Greeks?
- They tried to use reason to support Christian beliefs using a method called scholasticism.**
 - They burned the ancient Greek writings, plunging Europe deeper into the period known as the Dark Ages.
 - They conducted experiments to try to prove the existence of God.
 - They turned to Muslim scholars to see how they reconciled the ancient writings with their beliefs.
15. Which of the following was **NOT** due to the Black Death (Bubonic plague)?
- Normal life broke down
 - People began to lose faith in the Church
 - The Hundred Years' War began**
 - The economy suffered
16. The Frankish kings expanded their territory most often through –
- conquest**
 - inheritance
 - marriage
 - agreement

17. What was the main role of serfs in the feudal system?
- a. Soldiers
 - b. Laborers**
 - c. Explorers
 - d. Missionaries
18. Which of the following was **NOT** a purpose of the Christian monasteries during the early Middle Ages?
- a. Providing shelter for travelers
 - b. Caring for the sick
 - c. Creating illuminated manuscripts
 - d. Enforcing civil law**
19. Scandinavians who invaded Europe were called –
- a. Huns
 - b. Vikings**
 - c. Aryans
 - d. Magyars
20. In the feudal relationships of lords and vassals, –
- a. Vassals received a piece of land in exchange for military service to the lord**
 - b. Nobles received land and protection from vassals
 - c. Serfs could work the land until they were forced off of it
 - d. Vassals received a piece of land and paid taxes to the lord for that land
21. What was a major effect of the Crusades on Europe?
- a. Reluctance to travel outside of Europe
 - b. Increased influence of the Pope
 - c. Religious toleration for Jews
 - d. Increased trade with non-European cultures**

22.



What caused this change in European population?

- a. The Mongols
- b. The Crusades
- c. The Black Death (Bubonic Plague)**
- d. The Norman Conquest

23. The Hundred Years' War changed France dramatically. A great sense of national pride emerged among the French people, and they developed a strong loyalty to the King. The King gained the power to raise taxes. Therefore, he did not have to depend on other nobility in maintaining an army. The King was also given permission to rule without having to consult the Estates-General.

According to this passage, what was a major result of the Hundred Years' War?

- a. France began to develop a strong monarchy.**
- b. France became the new leader of the Holy Roman Empire.
- c. Increasing the military ensured economic prosperity in France.
- d. The Catholic Church lost power in France.

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Essay (15 points):

Choose ONE of the following essays. Your answer should be at least 200 words.

- A. How did the Crusades affect Europe politically, economically, and socially? Address all three categories in your answer. Provide an explanation for each category to support your answer. Use a piece of lined notebook paper to write your essay.

Essay will be graded on the following:

- ___ All parts of the answer are accurate. (3 points)
- ___ Political effects identified. (2 points)
- ___ Economic effects identified. (2 points)
- ___ Social effects identified. (2 points)
- ___ Explanation / example for political effects provided. (2 points)
- ___ Explanation / example for economic effects provided. (2 points)
- ___ Explanaion / example for social effects provided. (2 points)

- B. How did the Black Death affect Europe socially, religiously, and economically? Address all three categories in your answer. Provide an explanation for each category to support your answer. Use a piece of lined notebook paper to write your essay.

Essay will be graded on the following:

- ___ All parts of the answer are accurate. (3 points)
- ___ Religious effects identified. (2 points)
- ___ Economic effects identified. (2 points)
- ___ Social effects identified. (2 points)
- ___ Explanation / example for religious effects provided. (2 points)
- ___ Explanation / example for economic effects provided. (2 points)
- ___ Explanaion / example for social effects provided. (2 points)