



# Student as an Historian

## Staff Development

SD

### Student as an Historian Pre-Post Assessment Tool

The pre-post test assessment tool is used to tap into students' prior knowledge and to evaluate how well they have learned after participating in the *Student as an Historian* module.

More specifically, the tests are designed to:

- Help teachers and the Distance Learning Instructor tailor and improve instruction;
- Give the student feedback on ways to learn more effectively;
- Determine the levels at which students are operating;
- Determine progress made by students over time.

**Using the assessment tool:**

#### 1. Pre-test

- a. Make copies of the test.
- b. Administer pre-test before teaching the module.
- c. Set students' minds at ease.

The increasing prevalence of institutional testing at various grade levels has made test phobia more common. Make this evaluation less threatening by explaining its purpose as outlined above.

- d. Remind students that a pre-test is intended to show what information they already know and what information they still need to learn. They are not expected to know all the answers before participating in the module.
- e. Share with them that the same test will be given at the end of the module, (post-test) at which time they will be able to show what they have learned.

#### 2. Grading the tests.

- A rubric is included, see page 8, so that you can evaluate and assign a point value to each question.

#### 3. Post-test assessment information.

- a. Administer the test.
  - read each test question;
  - encourage students to ask questions if they do not understand the format of a question;
  - compare the pre-test to the post-test;
  - determine how well your students were able to progress over time.



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#### 4. Give students feedback.

- After students have taken the post -test, give an overview of how the class did as a whole;
- Discuss questions and what is needed to be included for complete answers.

#### 5. Share the results.

- Complete test information sheet, see page 11, and send to:  
Angie Sims, TEAMS Distance Learning Instructor  
Los Angeles County Office of Education  
9300 Imperial Highway, Room 250  
Downey, CA 90242-2890
- Include any comments about the test format or content.
- The Distance Learning Instructor will use the information to improve delivery of the *Student as an Historian* module.

### Historian Rubric

This rubric gives the number of points assigned to each question and suggestions for scoring depth of content.

1. *Why do we study the past? List 5 reasons.*

#### **5 points**

1 point for each logical reason listed.

Students answers should reflect an understanding that:

- Events and changes occur in a specific time and place.
- Historical changes has both causes and effects.
- History is a story of the way people in the past saw themselves, their ideas and values, fears and dreams.
- We are connected to the past.
- The past affects our present and future lives.

Possible student 1-point answers:

- We study the past to learn why and how events have occurred over time.
- We study the past to learn from it so that we won't make the same mistakes.
- We study the past to learn about our ancestors.



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2. *What are ancestors?*

**5 points**

Student answers should reflect an understanding that ancestors are the people born before us.

Possible 5-point student answer: Ancestors are the people who were born before us.

3. *Fill-in the time line to highlight 5 special events in your life. List each event and record the year the event took place.*

**15 points**

5 points for 5 significant events.

Significant events include momentous or meaningful events that have occurred throughout the student's life.

5 points for chronological order.

5 points for including the year of the event.

4. *Construct your family tree as far as you can go.*

*Label the boxes to fill in the family tree.*

**15 points**

3 points if the student labels the appropriate box with his/her name.

4 points for each completed line of the family tree.

Students should begin with themselves and add their parents, grandparents, great grandparents etc. to the appropriate tree limb.

5. *Look at the artifacts below.*

*Use these questions (artifact analysis) to make a guess about what you think they are.*

*How were these artifacts used?*

*What are they made of?*

*Are the artifacts similar to something you have seen or used before? If so, More credit is given for your explanation.*

**15 points**

5 points for answers that include artifact analysis.

1 point for answers that do not include artifact analysis.

6. *Circle only examples of primary sources below.*

**10 points**

2 points for each item circled. Students should circle all pictures.

7. *Think of 3 more primary sources that you could use to learn more about your family's history.*

**15 points**



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5 points for each source listed.

Primary sources include written documents, images, and artifacts from the period being studied.

8. *Describe an artifact or family treasure that belongs to your family. Tell the **who**, **what**, **when**, **where**, and **how** of **why** this is important to your family.*

**12 points**

Each one is worth 2 points.

Student answer should include all 5 "w's" and "h" and its explanation.

9. *If you could create a family history book, what information would you put in your book? List 8 items that would be important to include.*

**8 points**

One point for each logical answer.

Possible student 1-point answers - ancestors

- family stories

- family events

- etc.