

Kelly Christiansen

Classroom Based Assessment-For use with The Museum Storypath

(Adapted from “You Decide: Perspectives and Public Policy”)

You Decide! – Perspectives and Public Policy

You will research and discuss perspectives on a controversial public policy issue. You will then make an informed decision and write a persuasive position paper.

Directions:

- 1.) A local community member objects to the content of an exhibit in our Ancient Greece Museum. You must decide how to respond.
- 2.) Identify the different **stakeholders** (individuals or groups with interests related to the issue). *Remember:* You and your character are stakeholders.
- 3.) Gather information that will help you understand the issue and the different stakeholders’ perspectives.
- 4.) Participate in a **public discussion** or forum of the issue. *We will be holding a museum meeting open to the public in class later this week, so be prepared to listen and provide your opinions!*
- 5.) Make an **informed decision** about the issue based on the perspectives you have heard in the discussion.
- 6.) Write a **persuasive position essay** stating your decision and supporting it with convincing reasons.

Due Date:

Classroom Based Assessment (Cont.) – Student Checklist

(Adapted from “You Decide: Perspectives and Public Policy”)

You Decide! – Student Checklist

Use this checklist to guide your work. Make sure you complete each task on the checklist.

Researching the Issue:

- I identified the rights and responsibilities of the museum within the community.
- I identified the freedoms, rights, and responsibilities of the community member.
- I learned about why this exhibit is important for others to view.
- I learned about the controversial issue in class.
- I researched at least two different stakeholder positions on this issue and wrote down reasons for their perspectives.
- I participated in a discussion or public forum where the different perspectives were shared.

Getting Ready to Write:

- I used the *You Decide* graphic organizer to compare and contrast the different stakeholder perspectives on the issue.
- I analyzed other perspectives on the issue.
- I organized the convincing reasons that supported my decision in class.
- I read the rubric for this paper to make sure I can include all the requested information.

Writing:

- I wrote a draft of my persuasive position paper.
- I stated my position in the introduction of my paper.
- I included at least two accurate reasons supporting my decision.
- In my conclusion, I reflected about the constitutional rights and responsibilities of citizenship. I mentioned both the rights and responsibilities of the concerned community member and the rights and responsibilities of the museum.
- I revised and edited my work to make it easier for others to read.
- I wrote a final draft of my persuasive position paper.

Classroom Based Assessment (Cont.) – Graphic Organizer

(Adapted from “You Decide: Perspectives and Public Policy”)

Issue:

Use this graphic organizer to help you compare and contrast different perspectives on the issue.

You Decide! - Graphic Organizer

	Position	Reason 1	Reason 2	Reason 3
Stakeholder Perspective				
Stakeholder Perspective				
My Character’s Perspective				
My Perspective				

Learning Target	1	2	3	4
CBA - Persuasive Essay				
<p>1. Student will understand that in our democracy, a balance exists between freedom of expression and respect for the rights of others.</p>	<p>Student does not explain the rights of the museum or the rights of the concerned community member.</p>	<p>Student explains either a right of the museum or a right of the concerned community member.</p>	<p>Student explains one right of the museum and one right of the concerned community member.</p>	<p>Student explains two or more rights of both the museum and the concerned community member.</p>
<p>2. Student will understand that museums have a responsibility to provide accurate cultural representation of groups.</p>	<p>Student does not state that museums have a responsibility to provide accurate representation of groups.</p>	<p>Student states that museums have a responsibility to provide accurate representation of groups, but gives no reasons why this is so.</p>	<p>Student states that museums have a responsibility to provide accurate representation of groups, and gives one reason why this is so.</p>	<p>Student states that museums have a responsibility to provide accurate representation of groups, and gives two or more reasons why this is so.</p>

Learning Target	1	2	3	4
CBA - Persuasive Essay				
<p>3. Student will understand that people who lived in ancient Greece had forms of government, economies, art forms and ideas which influence our own way of life today.</p>	<p>Student does not include a reason why the exhibit is important for others to view.</p>	<p>Student includes one reason why the exhibit is important for others to view.</p>	<p>Student includes two reasons why the exhibit is important for others to view. One of the reasons mentions how the ancient Greeks influenced our society today.</p>	<p>Student includes three or more reasons why the exhibit is important for others to view, with one reason mentioning how the ancient Greeks influenced our society today.</p>
<p>4. Student will be able to think critically by examining multiple perspectives and come to a supported decision after carefully examining options</p>	<p>Student does not state a reason for his/her final position on the issue.</p>	<p>Student states one reason for his/her final position on the issue.</p>	<p>Student states two reasons for her/his final position on the issue. Both reasons are clearly stated and are valid reasons.</p>	<p>Student states three reasons for his/her final position on the issue. All reasons are clearly stated and are valid, important reasons.</p>

I would use this CBA towards the end of my social studies unit, after students are exposed to the critical incident of a community member who is unhappy with a museum exhibit. Instead of using the persuasive letter included in the Storypath curriculum, I could use the You Decide CBA to assess a number of learning targets at once. This would also allow me to assess my third learning target in two ways, both by using the CBA and by students making brochures for their exhibits. I feel this is one of my most important learning targets, so it will be nice to be able to assess student knowledge in two ways.

