

Assessment/Evaluation Strategies for Unit #1

Who is Jesus Christ?

Note to Catechists: Before moving on to Unit #2, schedule an entire class session for reflection (or mystagogy, as our early Fathers did and the catechumenate process requires). Regardless of which Level of Implementation (1, 2, or 3) you are using this catechetical year, pause to ask your learners what they have learned thus far from focusing on the Unit #1 Big Idea. Why? ...because (1) all faith concepts addressed during this unit will more likely be embedded in long-term memory (life-long faith formation), if this reflective time is taken; and (2) the Cardinal asks us: “How do you know that they know?”

Since catechists of public school learners do not issue individual grades, they should avoid using most testing and assessment pages in published religious textbooks. Textbook tests assume that all pages in a chapter or session were used; our Archdiocese is using our custom-made CFLFF scope and sequence rather than those of publishers. Testing learners over pages and topics not discussed would be unfair and, thus, a waste of valuable instructional time.

Since grading is not a concern, discerning “Understanding” IS !!! Your job is to coach and facilitate activities by modeling thinking, roaming the room to monitor the groups’ thinking to correct misconceptions and/or confusions of faith facts, and nudging learners to think more deeply about the Unit Big Idea. Listen and ask them questions of clarification; no new information should necessarily be given during these Unit evaluation sessions, unless new information is initiated by a learner or group.

Catechist’s Preparation:

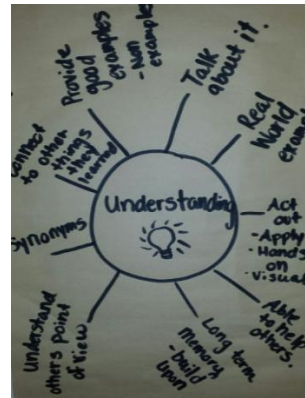
- ❖ Take time to go back and review the KEY learning targets for your grade level’s scope and sequence for this unit.
- ❖ Select one or more activities from the “menu” below. Your ability to gather needed materials will help you in your selection. IF you select an evaluative activity that is not listed below, that’s OK....BUT make sure that the activity doesn’t just assess this unit’s topics/themes (e.g., Divine Love, Holy Trinity, Creation, Holy Family, & Paschal Mystery @ grade 5), but rather assesses the “deep understandings” of our faith cited in the grade level KEY Learning Targets for this unit. Your goal is to select activities that, if possible, “connect” two or more topics/themes. For example, Jesus modeled for all God’s Divine Love through his kindness to others on earth; God created everything because He loves us, etc.
- ❖ Based on the number and age of your learners, decide how you will group your learners:
 - Will you put learners in pairs, triads, groups of 4-5 and ask each group to work independently and then share with the entire class?
 - Will you allow groups to select from several activities on the menu below OR will you ask each group to work on the same activity?
 - Will you allow a given individual to work alone rather than with a group?
 - Might you combine your learners with those in another catechist’s class of the same grade level OR an adjacent grade level? After all, everyone is reflecting on the same Big idea.
 - [For younger learners] Will you ask the Big Idea question/talk through the activity with the entire group and then scribe their responses because of their lack of writing fluency?
- ❖ How might you share the “products” (e.g., web, poster, picture, poem, flip book, skit) from this session with parents, parishioners, etc.?

MENU of Assessment Strategies/ Evaluative Activities

- ❖ Assessment Strategy: **WEBBING** - Sketch a “web” (a circle with the words, *Jesus Christ*, written in the middle). Ask for words and phrases that come to mind when they hear or see this name.

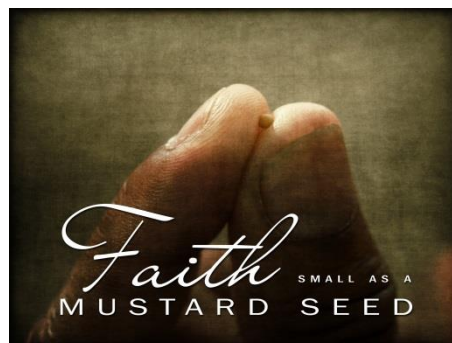
Age-appropriate Modifications: Catechists may serve as recorder and scribe to write all responses on a “class web” OR older learners might be placed in small groups and given time for responses to be written by a group recorder and then shared with the entire class.

See example on the right of a “web” used in a training session with catechists...For Unit #1, write the words *Jesus Christ* in the center circle.



- ❖ Assessment Strategy: **REFLECTING ON SCRIPTURE**

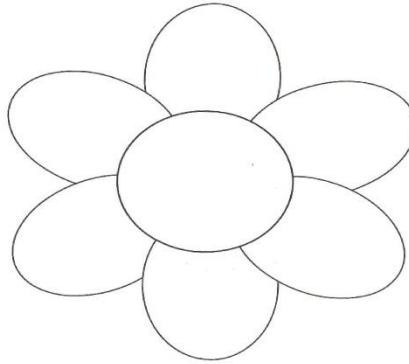
- Since these learning targets focus on the themes of “Divine Love” and “Creation” and “Holy Trinity,” remind learners of what was done in the prior lessons for this unit, recalling again the Scriptures read and “broken open.”
- Ask groups of learners to reread selected passages from the Bible and explain how God’s Word is relevant to us today.
- The Mustard Seed
 - Read the parable, “The Mustard Seed.” (Matthew 17:20 and Luke 17:6 and Mark 4:30-34)
A grain of mustard seed is the tiniest of seeds. But when a person plants it in his field, he knows that one day he will have a tree. The mustard tree shoots up and grows and develops branches. The birds of the air come and dwell in its branches, and people seek shelter under them. Jesus said that His Church is like a mustard seed. It grows very big from a small beginning. [Excerpt from *The Parables of Jesus*, Father Lovasik, St. Joseph Kids’ Books, 2010, p.7]



- Remind learners that Jesus taught us that God loves us and that we honor God by praising him and the world he has created. Our love should grow like a tiny mustard seed into a huge tree.

❖ Assessment Strategy: **Sentence Starter**

- Ask learners to brainstorm all that they now know about Jesus Christ. Using the flower pattern below, write a sentence/idea starter in the middle: *I know that Jesus Christ...* and ask learners to share what they now know.



- Conclude by reminding learners that our love for Jesus Christ grows and grows like God's creation. Share products with parents and parish.

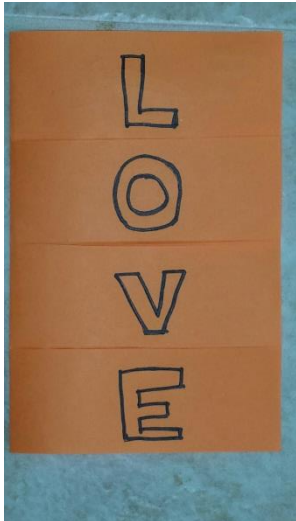
❖ Assessment Strategy: **Diamante Poem**

- Share with them an example of a diamante poem and ask learners to write their own:
 - Line 1 – One word
 - Line 2 – Two words
 - Line 3 – Three words (ending in "ing")
 - Line 4 – One clarifying sentence
 - Line 5 – Three words (same as line 3 or different ones)
 - Line 6 – Two describing words (same as line 2 or different ones)
 - Line 7 – One word (same as line 1 or a synonym)

Example:

JESUS
kind, helpful
loving, welcoming, teaching
He is the Son of God and second person in the Holy Trinity.
servant, friend, Lord
crucified, resurrected
CHRIST

- ❖ Assessment Strategy: **Flip Book** - Have learners construct a “flip book” to share their understandings about what they now know about Jesus Christ?



Fold an 8” X 11” piece of paper in half. Make 3 horizontal cuts *only* on the top sheet to allow for 4 strips to be “flipped.” Have learners write the letters L-O-V-E, one on each strip, to emphasize “Divine Love.” Be creative; ask for ideas written as strips are flipped based on the emphasis of this unit’s lessons. For example, on left side of flipped book, write a fact about Jesus as a model for love; on the right side, write how YOU can follow in His “way of love” today. Allow students to work in pairs or triads.

- ❖ Assessment Strategy: **Memory Book** – Ask learners to brainstorm all the things and times in Jesus Christ’s life. Allow learners to select ONE and illustrate it on art paper. Collect all and bind as a photo album. (See online under “Other Resources” for Grades 1-5 for visuals/pictures of Christ’s life.)
- ❖ Assessment Strategy: **Manipulative Cube** (See online under “Other Resources” for Grades 1-5 for directions for making “The Cube of Love.”)

Suggested Lesson Sequence

- Opening Prayer
- Essential Question for Evaluative Session: use the Big Idea Question for Unit #1
- Activity (or two or more of choice by learners) in small groups
- Debrief/Self-Reflect: Learners explain in their own words how the activity they just completed helps them to answer the Big Idea Question (*Who is Jesus Christ?*)
- Closing Prayer