

Assessment/Evaluation Strategies for Unit #3

How does Jesus Christ teach us to live a moral life?

Note to Catechists: Before moving on to Unit #4, 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 #3 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 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. The learning targets listed below are those that your learners should understand more deeply before next fall’s RE sessions. [Note: the first number references grade level.]
 - God’s commands – 1.3.1.2/ 2.3.1.2/ 3.3.1.1/ 3.3.1.3/ 4.3.1.1/ 4.3.2.3/ 5.1.3.20/ 5.3.2.1
 - Making good, moral choices – 1.3.4.1/ 2.3.4.2/ 2.3.3.10/ 3.3.3.4/ 3.3.4.1/ 4.3.2.1/ 4.3.4.2/ 5.3.3.9/ 5.3.4.2
- ❖ 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., God’s Commands, Making good choices), but rather assesses the “deep understandings” of our faith cited in the grade level KEY Learning Targets for this unit. Your goal, if possible, is to “connect” the two topics. For example, as learners consider a decision, ask them to give a rationale for what they decide by referencing one of God’s commands (e.g. Commandment of Love OR the Ten Commandments or Beatitudes for grades 4-5).
- ❖ 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.?

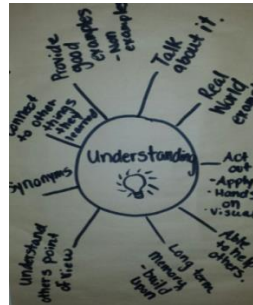
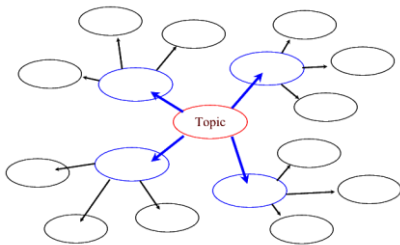
Suggested Lesson Sequence

- Opening Prayer
- Essential Question for Evaluative Session: use the Big Idea Question for Unit #3
- 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 (*How does Jesus Christ help us to live a moral life?*)
- Closing Prayer

MENU of Assessment Strategies/ Evaluative Activities

This unit deals with the Great Commandment of Love (and for grades 4 & 5, introduces the Ten Commandments and the Beatitudes). Once these are addressed and/or reviewed, this unit next focuses on how Catholics reflect on these commands as they make sound, moral choices in life.

❖ Assessment Strategy: **WEBBING**



In groups, ask learners to web (on a large sheet of paper), placing one of the above commands of God in the center of the web. Then, ask each group to think of and write in the web spokes a specific way they can “follow” that command/rule. Have group leaders share the web with the entire class.

Age-appropriate Modifications/Extension for Younger Learners: Catechists may serve as recorder and scribe to write all responses on a “class web” for younger learners OR young learners could draw pictures on their group’s web rather than writing words.

Age-appropriate Modifications/Extension for Older Learners: Facilitate the above web activity but add the following requirements for each group:

- Ask group members to return to the Scripture used in prior lessons about their chosen set of rules to quote a verse or two and add it/them to their group web.
- AND/OR do a “Gallery Walk” (ask all to walk around the room and read/review/react to each web). Give each learner a marker and ask them to ADD ideas, especially to webs done by other groups. Also ask learners to put a question mark [?] by any idea on a web they are unsure of; also ask each learner to place an emoji of choice (or a star or smiley face 😊) to indicate that the reviewer understands the comment written on the web. [Learners need to self-evaluate – to know that they know what they understand, as well as to know what is still vague or confusing about a topic.]

❖ Assessment Strategy: **EXIT SLIP** –

- Ask learners to write or draw to complete this sentence/thought:
When I think about making the bad choice of _____, I remember God's rule/command (name it) and decide to _____.
[Example: *When I think about making the bad choice of not doing what my parents ask me to do, I remember the commandment to honor my father and mother and decide to obey them.*]
- Ask learners to complete this sentence starter: *I follow God's commands because _____.*
Note: Hopefully, learners will say something about doing so shows that I love Him.
Modification: Before asking learners to complete this statement individually, go around the room and ask each to state their idea orally. Doing so will help learners to be successful. Peers will be able to help those with no ideas and/or extend and deepen the ideas of those who have shallow ideas. [Post statements for parishioners to see!]
- Challenging for Older Learners: *"In your own words, explain how the New Testament's "Great Commandment of Love" summarizes the Old Testament's Ten Commandments.*

- Assessment Strategy: **REFLECTING ON SCRIPTURE** - See "Unit 3 Scriptural Connections" under "Other Resources" for your grade level on www.archgh.org/oec/curriculum to select additional Bible passages that reinforce the topics of this unit: God's commands; Moral life

❖ Assessment Strategy: **DIAMONTE POEM** - Share with them an example of a diamante poem and ask learners to write one using one of the following words for "line 1": **Love, Beatitudes, Ten Commandments, conscience, moral choices**, etc.

- Line 1 – One word (or concept)
- 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

- Activity Booklet-The Catholic Children's Bible: Read It! Live It! Love It! by St. Mary's Press, 2013
 - Using the "box pattern" on page 58, ask learners to write on each side one specific way that they can live out God's rules/commands.
 - Page 57 ("Picking Up the Pieces") – recommended for early elementary grades.

- Loyola Press-specific Unit 3 OPTIONAL Assessment Activities:
 - Grade 1 – Art Print #21 (“Paupers Having Dinner”) – PCG 233 [Bilingual PCG 177]
 - Grade 1 - BLM T-309 [Bilingual PCG T-250] – (“God’s Commandments”)
 - Grade 2 – Art Print #22 (“Tablets of the Law”) – PCG 256 [Bilingual PCG 190]
 - Grade 2 – BLM T-309 [Bilingual PCG T-241] - (“Keeping a Commandment Close”)
 - Grade 3 – Art Print #22 (“Jesus is Tempted”)
 - Grade 4 – BLM #21 (“Interview Moses”) – PCG T-325 [Bilingual PCG T-262]
 - Grade 4 – BLM #22 (“Follow the Great Commandment”) – PCG T-326 [Bilingual PCG T-263]
 - Grade 4 – BLM #23 (“Advice Column”) – PCG T-327 [Bilingual PCG T-264]
 - Grade 5 – BLM #21 (“Making Moral Choices”) – PCG T-333 [Bilingual PCG T-270]

- Our Sunday Visitor-specific Unit 3 OPTIONAL Assessment Activities:
 - Grade 1/ Chapter 8 – “Catechist Tips: The Great Commandment” (gestures with this command)
 - Grade 3/ Chapter 13 - “Make it into a Bridge” (focuses on bullying)
 - Grade 3/ Chapter 15 – Parish Video Connection “Forgiveness Discussion” (good for all grades)
 - Grade 3/ Chapter 13 – Parish Video Connection “The Beatitudes”
 - Grade 4/ Chapter 7 – Parish Video Connection “Being Catholic” (Beatitudes)
(See www.aliveinchrist.osv.com)
 - Grade 5/ Chapter 6 - “Catechist Tips: The Great Commandment” (See www.aliveinchrist.osv.com)