

EDUC 3604 — Evaluation of Student Learning

# Unit Assessment Portfolio

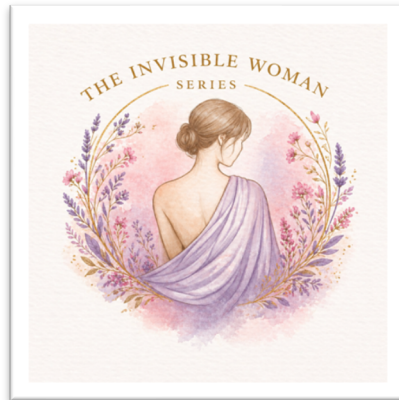
## *Historical Models of Democracy*

Grade 6 Social Studies



**Brittany Molenaar**

Unit Length: Approximately 3 Weeks



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**Aligned with:**

Alberta Program of Studies — Grade 6 Social Studies

Alberta Teaching Quality Standard (TQS)

Alberta Inclusive Education Policy

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## SECTION 1 Portfolio Overview and Unit Design

Unit Assessment Plan — Grade 6 Social Studies

### Section Overview

This section establishes the foundation of the unit assessment portfolio. It introduces the unit topic — Historical Models of Democracy — provides an overview of the assessment plan, defines the curricular outcomes that guide all assessment decisions, and articulates the essential questions and enduring understandings that anchor student learning throughout the three-week unit.

### Learning Outcomes

- ◆ Identify the General and Specific Learning Outcomes (GLOs and SLOs) for the unit
- ◆ Understand the purpose and structure of a balanced unit assessment plan
- ◆ Explain how essential questions and enduring understandings connect to curricular outcomes
- ◆ Describe the role of formative, summative, and diagnostic assessment in a coherent unit plan
- ◆ Recognize how the Alberta Teaching Quality Standard (TQS) and Inclusive Education Policy inform assessment design

## 1.1 Unit Overview

**Unit Title:** Historical Models of Democracy

**Grade Level:** Grade 6 Social Studies

**Unit Length:** Approximately 3 weeks

**Course:** EDUC 3604 — Evaluation of Student Learning (Winter 2026)

Students examine how different societies — Ancient Athens and the Iroquois (Haudenosaunee) Confederacy — developed democratic systems. The unit explores how decisions were made, who participated, who was excluded, and how these historical models continue to influence democracy in Canada today.

A balanced approach to assessment is embedded throughout the unit to support learning, reflection, and evaluation. This portfolio demonstrates valid, reliable, and fair assessment practices aligned with Grade 6 Social Studies outcomes, the Alberta Teaching Quality Standard, and Inclusive Education Policy.

## 1.2 Program of Studies Outcomes

### General Learning Outcome (GLO)

Students demonstrate an understanding of democracy by examining historical and contemporary decision-making systems and their impact on citizenship.

### Specific Learning Outcomes (SLOs)

Students will:

- Examine how Ancient Athens demonstrated democratic principles (e.g., assemblies, voting, citizenship) — SLO 1
- Describe governance structures of the Iroquois Confederacy (e.g., consensus decision-making, role of clan mothers) — SLO 2
- Compare similarities and differences between historical models of democracy — SLO 3
- Analyze who was included and excluded from participation in different democratic systems — SLO 4
- Use respectful language when discussing Indigenous governance systems — SLO 5
- Make connections between historical models and modern Canadian democracy — SLO 6

## 1.3 Essential Questions and Enduring Understandings

### Essential Questions

1. What democratic features can be identified in Ancient Athens and the Iroquois Confederacy?
2. Who was included and excluded from decision-making in each historical system?
3. How do ideas from Ancient Athens or the Iroquois Confederacy appear in modern Canadian democracy?
4. How does inclusion affect how democratic a system can be? Use historical examples.

### Enduring Understandings

Students will understand that:

- Democracy has taken different forms across cultures and time periods
- Power, participation, and voice are central to democratic systems
- Inclusion and exclusion significantly shape how democratic a system truly is
- Indigenous governance systems represent legitimate and sophisticated democratic models
- Democracy is an evolving concept that continues to change

## 1.4 Unit Assessment Overview

The following chart outlines the full sequence of assessment tools used throughout the unit, organized by type and aligned to specific learning outcomes.

Stage	Tool	Type	Outcomes	Fairness Notes
Pre-Assessment	Prior Knowledge & Perspectives Probe	For Learning	GLO, SLO 1, 4	Multiple response formats; identifies misconceptions
Formative 1	Comparison Chart / Venn Diagram	For & As Learning	SLO 1, 2, 3	Digital, visual, or oral options increase equity

Formative 2	Group Discussion & Observation Checklist	For Learning	SLO 4, 5	Oral assessment supports ELL and neurodivergent learners
Formative 3	Student Self-Assessment Chart	As Learning	SLO 1–6	Oral or visual completion permitted
Summative 1	Performance Task: Venn Diagram + Defense	Of Learning	SLO 1–4, 6	Rubric-based; accommodations permitted; multiple formats
Summative 2	Written Test (Blueprint-Aligned)	Of Learning	SLO 1–4	Balanced item types; proactive UDL design

### Discussion Questions

- 1 Why is it important to align assessment tools directly to specific learning outcomes? What risks arise when this alignment is unclear or absent?
- 2 The unit centers on both Ancient Athens and the Iroquois Confederacy as democratic models. What does include both perspectives say about the purpose of this curriculum unit?
- 3 How do the essential questions in this unit encourage higher-order thinking, rather than simple recall? Provide one example from the list.
- 4 What is the difference between a General Learning Outcome (GLO) and a Specific Learning Outcome (SLO)? Why is this distinction important for assessment planning?
- 5 How might the unit assessment plan differ if the teacher chose not to include pre-assessment? What would be the instructional implications?

## SECTION 2 Assessment Framework

### *Assessment For, As, and Of Learning*

#### Section Overview

This section explains the three-part assessment framework that structures the unit: assessment for learning (diagnostic and formative, used to guide instruction), assessment as learning (metacognitive, used to develop student ownership), and assessment of learning (summative, used to evaluate achievement). It also establishes the principles of validity, reliability, and fairness that govern all assessment decisions.

#### Learning Outcomes

- ◆ Distinguish between assessment for, as, and of learning, and identify tools for each type
- ◆ Explain how formative assessment informs instructional decision-making
- ◆ Describe how self-assessment builds metacognition and student agency
- ◆ Justify the use of two summative assessments in terms of validity and reliability
- ◆ Apply concepts of validity, reliability, and fairness to assessment tool selection

## 2.1 Assessment For Learning

Assessment for learning is embedded throughout the unit to identify prior knowledge, surface misconceptions, and guide instructional planning before and during summative evaluation. It maintains low evaluative pressure while providing meaningful information to the teacher.

### Pre-Assessment: Prior Knowledge and Perspectives Probe

At the start of the unit, students demonstrate initial understandings of democracy through written, oral, or visual responses. This diagnostic tool allows the teacher to identify misconceptions — for example, the assumption that democracy means only voting — and adjust instruction accordingly.

- Format: short written or oral response, concept map, or guided discussion with observation checklist
- Purpose: identify prior knowledge, surface misconceptions, and inform grouping and planning
- Assessment type: For Learning

### Formative 1: Comparison Charts and Venn Diagrams

Students complete a Venn diagram or comparison chart contrasting Ancient Athens and the Iroquois Confederacy, focusing on decision-making structures, participation, and democratic features. Teachers provide descriptive feedback during work time.

- Assessment type: For and As Learning
- Multiple formats accepted: paper, digital, or oral explanation
- Focuses on conceptual understanding, not writing mechanics

### Formative 2: Group Discussion with Observation Checklist

Structured discussions with guiding questions enable students to articulate their understanding of inclusion, exclusion, and Indigenous governance. Teacher observations focus on the quality of reasoning and respectful participation rather than on fluency or confidence.

- Assessment type: For Learning
- Supports English Language Learners (ELL) and neurodivergent learners through oral demonstration
- Checklist documents conceptual understanding, not performance

## 2.2 Assessment as Learning

Assessment-as-learning opportunities are intentionally incorporated to support students' reflection and ownership of the learning process.

### Formative 3: Student Self-Assessment Chart

Students reflect on their growing understanding of democratic systems, their comparison skills, and their use of respectful language. Using criteria aligned with the summative rubric, students identify strengths, areas for growth, and next steps. This process builds metacognition and learner agency, while flexible completion options — oral, written, or visual — ensure accessibility for all learners.

## 2.3 Assessment Of Learning

Two complementary summative assessments occur at the conclusion of the unit, providing multiple valid measures of student achievement across all outcomes.

- Summative 1 — Performance Task: Students create a Venn diagram comparing historical democratic systems and defend one key similarity or difference, connecting it to modern democracy.
- Summative 2 — Written Test: A 10-question, blueprint-aligned test including objective and constructed-response items, developed using Bloom's Taxonomy.

Using two summative assessments provides multiple, complementary sources of evidence for student achievement. Together, they ensure validity through direct alignment with outcomes and reliability through clear, consistent scoring criteria.

## 2.4 Validity, Reliability, and Fairness

Principle	Definition	How It Is Applied in This Unit
Validity	Assessment measures what it is intended to measure	All tools directly assess curricular outcomes related to democratic understanding, comparison, and citizenship — not extraneous skills

Reliability	Assessment produces consistent results across students and evaluators	Clear rubrics, answer keys, and multiple data points increase scoring consistency and accuracy
Fairness	All students have equitable opportunity to demonstrate learning	Universal Design for Learning (UDL) and flexible formats ensure assessment measures understanding, not language, processing speed, or disability

### Core Principle

- Inclusive assessment is not about lowering expectations — it is about removing barriers that are not part of the learning outcome.
- Students should be assessed on what they know and understand, not on their disability, processing style, or physical access needs.

### Discussion Questions

- 1 What is the difference between assessment for learning and assessment of learning? Why is it important to include both in a unit plan?
- 2 How does the Student Self-Assessment Chart support the development of metacognition? How might this benefit student performance on summative tasks?
- 3 Why is using two summative assessments more effective than relying on a single test? What does this demonstrate about the principles of reliability and validity?
- 4 Explain what it means for an assessment to be "valid." How might a teacher inadvertently compromise validity, even when using a rubric?
- 5 How does the principle of fairness differ from equality in assessment? Provide one concrete example from the unit plan to support your answer.

## SECTION 3 Inclusive Assessment Design

*UDL, Accommodations, and TQS Alignment*

### Section Overview

This section outlines how the unit assessment plan applies Universal Design for Learning (UDL) principles and targeted assessment accommodations to ensure equitable access for all students. It presents specific adaptations by learner profile, a teacher-use accommodation table aligned to the Alberta Teaching Quality Standard, and TQS evidence from the lesson. Throughout, the guiding principle remains constant: accommodations adjust how students show learning, not what they are expected to know.

### Learning Outcomes

- ◆ Explain the principles of Universal Design for Learning (UDL) and how they apply to assessment design
- ◆ Identify targeted assessment accommodations for neurodivergent learners, ELL students, students with sensory or physical needs, and other learner profiles
- ◆ Justify accommodations by explaining why they maintain assessment validity
- ◆ Align assessment decisions to TQS competencies 1 through 6
- ◆ Distinguish between accommodations (adjusting access) and modifications (changing expectations)

## 3.1 Universal Design for Assessment

Before individual adaptations are implemented, this unit's assessment plan uses UDL-based design as the baseline for all students. These design choices reduce the need for individual accommodations by proactively removing common barriers.

UDL Principle	Application in This Unit
Multiple means of representation	Information is provided in visual, oral, and text formats
Multiple means of action and expression	Students choose from written, oral, visual, or digital response formats
Multiple means of engagement	Choice-based tasks, strength-based group roles, and self-assessment tools support motivation and regulation

## 3.2 Assessment Adaptations by Learner Profile

### Neurodivergent Learners (ADHD, Dyslexia, Autism, Processing Differences)

Adaptations:

- Oral or recorded responses in place of written-only tasks
- Visual organizers (Venn diagrams, charts, icons)
- Chunked tasks with clear success criteria and checkpoints

- Extended or flexible time
- Rubrics shared in advance to reduce anxiety and support planning

*Why this maintains validity: Outcomes assess understanding of democracy, not processing speed or executive functioning. Evidence remains aligned to SLOs.*

### **Students with Visual Impairments**

- Oral assessment or teacher-student conference
- Screen-reader compatible digital materials
- Audio-recorded responses or tactile Venn diagram (raised lines, string, or textured shapes)

*Why this maintains validity: Visual representation is not a learning outcome. Conceptual comparison and reasoning remain fully intact.*

### **Students with Physical or Mobility Challenges**

- Speech-to-text tools, typing, or oral presentations
- Assistive technology permitted throughout
- Reduced handwriting demands without reducing cognitive expectations

*Why this maintains validity: Assessment focuses on thinking and reasoning. Physical output demands are not conflated with learning.*

### **English Language Learners (ELL)**

- Oral explanations or bilingual clarifications where appropriate
- Visual supports and vocabulary/word banks
- Reduced emphasis on grammar and mechanics
- Use of first language to clarify ideas were permitted

*Why this maintains validity: Content understanding is separated from language proficiency. Assessment remains aligned to social studies outcomes.*

### **Anxiety, Trauma-Affected, or Emotionally Vulnerable Learners**

- Choice in assessment format
- Private conferences instead of public presentations
- Predictable, clearly communicated assessment structure and timelines
- Opportunity to revise or clarify responses

*Why this maintains validity: Emotional regulation is not part of the assessed outcomes. Students can demonstrate understanding in psychologically safe ways.*

### **Gifted and Advanced Learners**

- Optional extension questions requiring deeper ethical or comparative analysis
- Leadership roles in discussion tasks

*Why this maintains validity: Extensions enhance depth without changing core assessment criteria or expectations.*

### 3.3 Assessment Accommodations Table (Teacher Use)

The following table is for professional use only and is not shared with students. It aligns specific accommodations to learner profiles and TQS competencies.

Learner Profile	Barriers in Assessment	Accommodations	TQS
Neurodivergent (ADHD, Dyslexia, ASD)	Sustained writing, time pressure, executive functioning	Oral/recorded responses; visual organizers; chunked tasks; flexible time; advance rubrics	TQS 3, 4
Blind / Visually Impaired	Visual diagrams, printed text	Oral assessment; screen-reader files; audio responses; verbal Venn diagram	TQS 3, 4
Low Vision	Small text, visual clutter	Enlarged print; high-contrast materials; oral option	TQS 3
Physically Impaired / Fine Motor	Handwriting, diagram construction	Speech-to-text; typing; reduced handwriting; digital formats	TQS 3, 4
English Language Learners	Academic vocabulary, written syntax	Oral explanations; word banks; reduced grammar penalties; clarifying prompts	TQS 3, 4
Anxiety / Trauma-Affected	Public presentations, time pressure	Format choice; private conference; predictable structure; revision opportunity	TQS 1, 3
Gifted / Advanced	Limited depth or challenge	Extension questions; deeper analysis; discussion leadership	TQS 2, 3
Temporary Barriers (illness, injury)	Missed time, reduced output	Flexible deadlines; alternative timing; reduced volume with maintained rigor	TQS 1, 4

### 3.4 TQS Alignment

The following table demonstrates how the lesson design aligns with the Alberta Teaching Quality Standard.

TQS	Competency	Evidence from Unit
TQS 1	Fostering Effective Relationships	Strength-based group roles; respectful language explicitly taught; emotional regulation supports (quiet space, visual timers, breaks)
TQS 2	Career-Long Learning	UDL and DI principles applied; assessment adjusted to focus on conceptual understanding; student self-assessment embedded
TQS 3	Professional Body of Knowledge	Multiple representations (visual, oral, tactile, digital); vocabulary supports; assistive technology permitted

TQS 4	Inclusive Learning Environments	Multiple expression formats; extended time; reduced writing load; physical accessibility ensured
TQS 5	First Nations, Métis, and Inuit Knowledge	Iroquois Confederacy presented as legitimate democratic model; respectful language assessed as a criterion
TQS 6	Legal Frameworks and Policies	Reasonable accommodations without lowering expectations; fair, outcome-aligned assessment; assistive tools normalized

### Implementation Notes for Teachers

- All students are assessed using the same rubric criteria; accommodations adjust access and expression, not expectations.
- Accommodations are normalized and offered discreetly to preserve student dignity.
- Decisions are guided by professional judgment, student need, and available documentation.
- Effectiveness of accommodations is reviewed and adjusted as needed.

### Discussion Questions

- 1 What is the difference between a UDL-based design decision and an individual accommodation? Why does this distinction matter for both students and teachers?
- 2 Why is it important that accommodations do not change the cognitive demand of an assessment task? How do you ensure that the learning outcome remains intact?
- 3 Select one learner profile from the accommodation table. Explain how the listed accommodations remove barriers while maintaining assessment validity.
- 4 How does TQS 5 — the requirement for teachers to apply foundational knowledge about First Nations, Métis, and Inuit peoples — connect to assessment design? What does this mean in practice?
- 5 A student with anxiety requests to complete their summative task in a private conference rather than submitting a written response. A classmate argues this is "unfair." How would you respond, using assessment principles to explain your decision?

## SECTION 4 Summative Performance Task

*Comparing Democratic Systems — Rubrics, Task Sheets, and Student Materials*

### Section Overview

This section presents the first of two summative assessments: a performance task in which students compare Ancient Athens and the Iroquois Confederacy using a Venn diagram and defend one key similarity or difference. It includes the shared summative rubric (used for both summative tasks), student-facing task sheets for both Summative 1 and Summative 2, a student self-assessment chart, and the complete performance task instructions with examples.

### Learning Outcomes

- ◆ Understand the design criteria for a valid, rubric-based performance task
- ◆ Apply the shared summative rubric consistently across multiple response formats
- ◆ Explain how student-facing task sheets support clarity, equity, and self-regulation
- ◆ Use the student self-assessment chart to build metacognition and prepare for summative evaluation
- ◆ Recognize how the performance task connects historical democratic concepts to modern-day Canada

## 4.1 Shared Summative Rubric

The following rubric is used consistently for both Summative 1 (Performance Task) and Summative 2 (Written Reflection). All students are assessed against the same criteria regardless of the format they choose. Accommodations adjust how students express their learning, not the standards they are held to.

Criteria	Beginning	Developing	Proficient	Exemplary
<b>Understanding of Historical Democratic Systems</b>	Shows limited or inaccurate understanding of Ancient Athens or the Iroquois Confederacy	Shows some correct understanding with minor gaps	Clearly explains key features of both systems	Demonstrates deep, accurate understanding with strong detail
<b>Comparison and Use of Evidence</b>	Little comparison or unclear evidence	Some similarities/differences identified with limited evidence	Clear comparison supported by relevant historical evidence	Insightful comparison using well-chosen, specific evidence
<b>Inclusion and Exclusion</b>	Limited explanation of who participated	Identifies inclusion/exclusion with basic explanation	Clearly explains who was included/excluded and why it matters	Thoughtfully analyzes how inclusion shapes democracy
<b>Connection to Democracy Today</b>	Connection is unclear or missing	Makes a simple connection to today	Clearly connects historical ideas to modern democracy	Makes meaningful, well-explained connections to today

<b>Communication and Respectful Expression</b>	Ideas are unclear or incomplete	Ideas are mostly clear and respectful	Ideas are clearly communicated using respectful language	Ideas are clear, confident, and consistently respectful
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## 4.2 Summative Task 1 — Student Task Sheet

Comparing Democratic Systems: Ancient Athens and the Iroquois Confederacy

### What is this task about?

- You will compare Ancient Athens and the Iroquois Confederacy to show how democracy worked in different societies and how those ideas connect to democracy today.

### Part 1: Compare the Systems

Choose ONE format:

- Venn diagram
- Chart or graphic organizer
- Oral explanation (recorded or with teacher)

Show:

- How decisions were made
- Who could participate
- One similarity and one difference

### Part 2: Defend One Idea

Choose ONE way to explain why one similarity or difference matters for democracy today:

- Writing
- Speaking (live or recorded)
- Visual with explanation

### Supports Available for All Learners

- You may explain ideas orally instead of writing
- You may use assistive technology
- You may use visuals, notes, or cue cards
- You may ask for extra time or breaks
- You may use graphic organizers or sentence starters
- These supports do not lower expectations — they help remove barriers.

## 4.3 Summative Task 2 — Student Task Sheet

Reflection: Inclusion and Democracy

### Big Question

- To what extent does inclusion affect how democratic a system can be? Use Ancient Athens and the Iroquois Confederacy to support your thinking.

### What You Need to Do

Explain:

- Who was included and excluded in each system
- How inclusion (or exclusion) affected how democratic the system was
- How this idea connects to democracy today

Choose how you show your learning:

- Short written reflection
- Oral explanation (recorded or conference)
- Visual or multimodal response with explanation

All options are assessed using the same rubric.

## 4.4 Student Self-Assessment Chart

The following self-assessment chart is completed by students before submitting their Venn Diagram. It is aligned to the summative rubric, and may be completed in writing, orally with the teacher, or using icons/audio recording.

Learning Area	What I Checked For	Beginning	Developing	Proficient	Extending
Understanding Each Democratic System	I explained how each system worked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My information is accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included enough detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comparing Similarities and Differences	I showed similarities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I showed differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Information is in the correct sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization and Clarity	My diagram is neat and easy to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My ideas are clear and complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for Indigenous Perspectives	I used respectful language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I accurately described the Iroquois Confederacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies Vocabulary	I used social studies vocabulary correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflection Prompt	My Answer
One thing I did well	
One thing I want to improve	
One question I still have	

## 4.5 Performance Task Instructions and Examples

The following pages contain the full student-facing task instructions, checklist, inclusive accommodation framework, and a sample completed assignment. These materials are reproduced as they appear in the original classroom resource.

# ★ My Democracy Success Checklist ★

## Grade 6 Social Studies – Historical Models of Democracy

*I can check off what I understand about democracy!*



### Understanding Democratic Systems

- I can explain Ancient Athens.
- I can explain the **Iroquois Confederacy**.
- I can use words like **democracy**.



### Comparing & Using Evidence

- I can find one **similarity**.
- I can find one **difference**.
- I can use **historical examples**.
- I can explain **why it matters**.



### Inclusion & Exclusion

- I can explain who was **included**.
- I can explain who was **excluded**.
- I can explain **why it's important**.



### Connecting to Today

- I can connect ideas to **today**.
- I can explain **why it still matters**.



### Communication & Respect

- I can share my ideas **clearly**.
- I can use **respectful language**.



### Using My Supports

- I can use tools to help me do my best!

**Supports help me succeed!**

I feel...



Confident



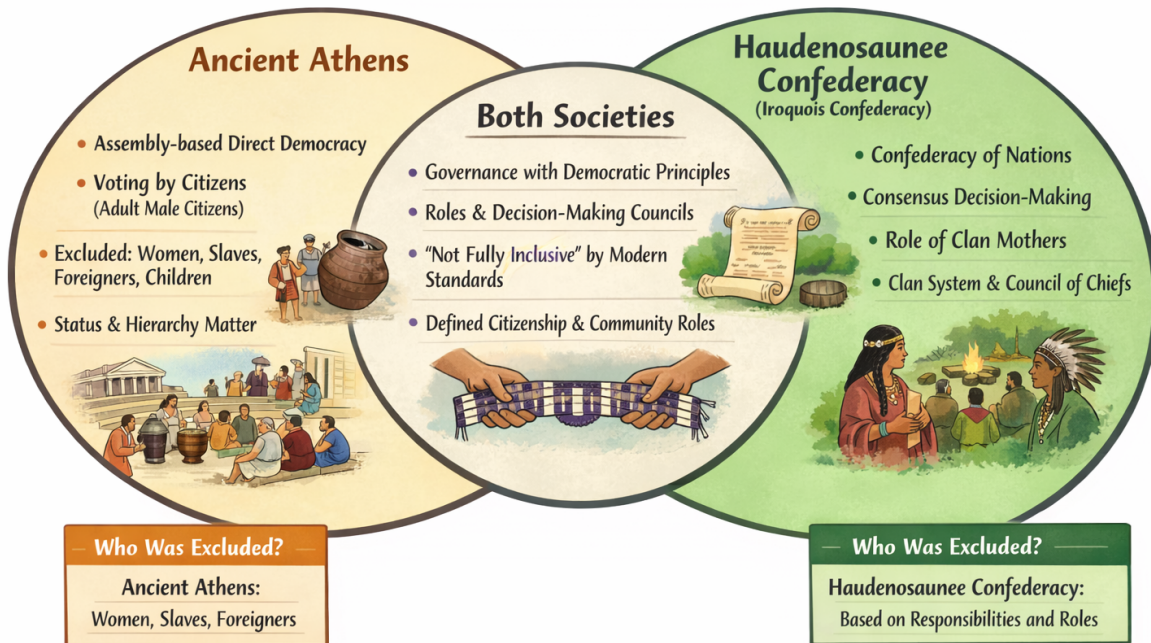
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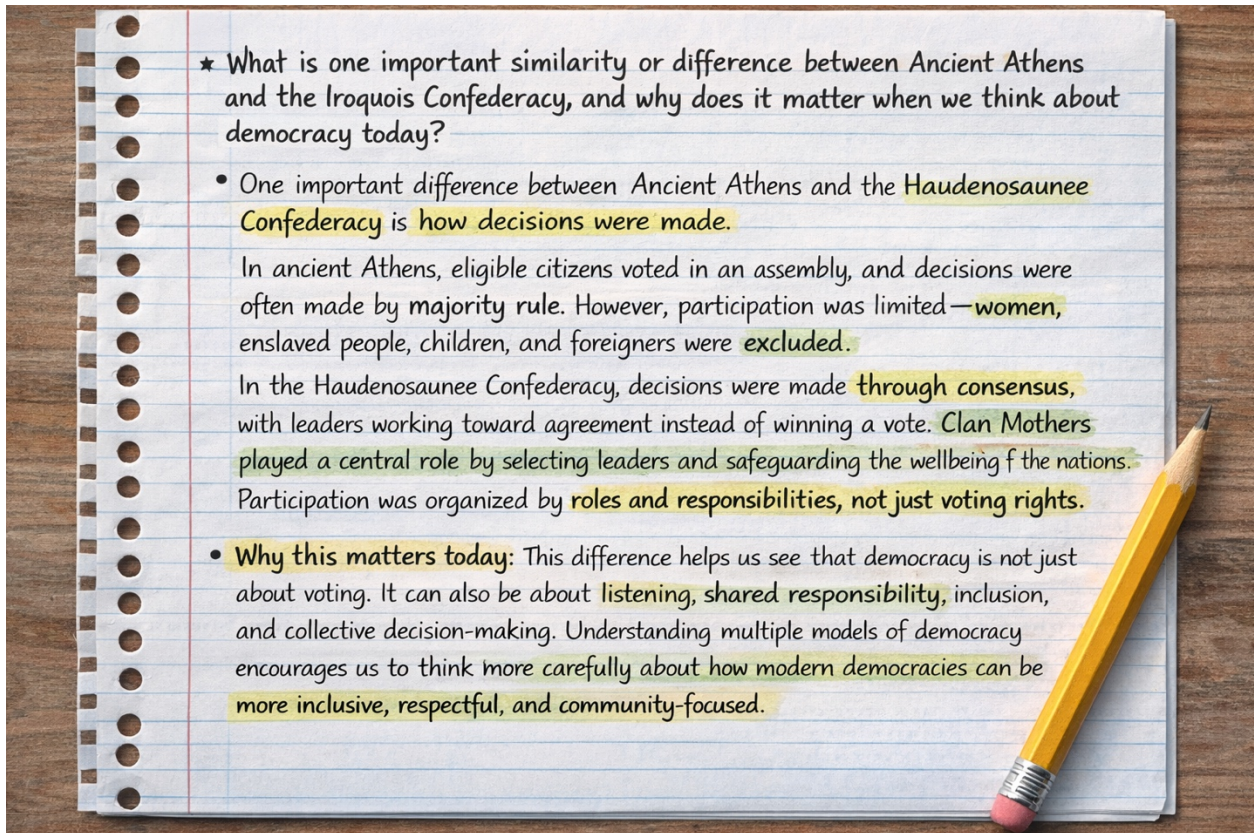


Need Help



Need Help





## Discussion Questions

- 1 How does a shared rubric used across multiple formats (written, oral, visual) support both fairness and consistency in evaluation? What challenges might arise, and how would you address them?
- 2 Why is it valuable for students to complete a self-assessment before submitting a summative task? What metacognitive skills does this process develop?
- 3 Review the student supports listed in the task sheets. How does offering choice in format shift the power dynamic between teacher and student? What does this reflect about democratic values in the classroom?
- 4 The task asks students to "defend" a similarity or difference. What level of Bloom's Taxonomy does this represent, and why is it appropriate for Grade 6?

**5**

How might you modify the summative task for a student who is a recent ELL arrival with limited English but strong conceptual understanding of historical democratic systems?

## SECTION 5 Summative Test and Blueprint

Written Assessment — Student Version, Blueprint, and Answer Key

### Section Overview

This section presents the second summative assessment: a 10-question written test developed using a detailed blueprint aligned to Bloom's Taxonomy and specific learning outcomes. It includes the complete test blueprint, the student-facing test, the teacher's answer key, and a comprehensive overview of assessment accommodations and fair assessment practices embedded within the test design.

### Learning Outcomes

- ◆ Construct a valid test blueprint that maps questions to specific learning outcomes and Bloom's Taxonomy levels
- ◆ Design objective-style questions (multiple choice, true/false, matching) that are unambiguous and outcome-aligned
- ◆ Develop constructed-response questions that assess higher-order thinking with clear scoring criteria
- ◆ Apply fair assessment principles through proactive UDL design in test construction
- ◆ Align test design to Alberta Teaching Quality Standard expectations for valid, reliable, and fair evaluation

## 5.1 Test Blueprint

**Grade:** 6 Social Studies

**Unit:** Historical Models of Democracy

**Total Questions:** 10

**Total Marks:** 20

**Taxonomy Used:** Bloom's Taxonomy (Remember, Understand, Apply, Analyze)

Q#	SLO	Question Type	Bloom's Level	Points
1	SLO 1	Multiple Choice	Remember	1
2	SLO 2	Multiple Choice	Understand	1
3	SLO 3	Multiple Choice	Analyze	1
4	SLO 4	Multiple Choice	Apply	1
5	SLO 1	True / False	Understand	1
6	SLO 3	True / False	Understand	1
7	SLO 2	Matching	Remember	2
8	SLO 4	Matching	Understand	2
9	SLO 3	Constructed Response (Short Answer)	Analyze	3

10	SLO 4	Constructed Response (Paragraph)	Analyze	6
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## 5.2 Summative Test — Student Version

**Grade:** 6 Social Studies

**Unit:** Historical Models of Democracy

**Time:** 45 minutes

**Total Marks:** 20

### Student Instructions

- Read each question carefully.
- Answer all questions.
- Choose the best answer for multiple-choice questions.
- Use complete sentences for written responses.
- Approved accommodations may be used as needed.

### Section A: Multiple Choice (1 mark each)

Circle the answer that best applies.

**1. Which feature best shows how democracy worked in Ancient Athens?**

- A. Decisions were made by a king
- B. Citizens voted in assemblies
- C. Clan mothers chose leaders
- D. Everyone living in Athens could vote

**2. What was an important part of governance in the Iroquois Confederacy?**

- A. Voting by all citizens
- B. Rule by one leader
- C. Consensus decision-making
- D. Military control

**3. Which statement best compares Ancient Athens and the Iroquois Confederacy?**

- A. Both allowed all people to participate equally
- B. Both used consensus decision-making
- C. Both had rules about who could participate
- D. Both systems were the same as modern democracy

**4. Which idea from historical democracy is most clearly reflected in Canadian democracy today?**

- A. Exclusion of women
- B. Decision-making through discussion and voting
- C. Rule by elders only
- D. Leadership based on family status

### Section B: True / False (1 mark each)

Check the box that applies.

5. In Ancient Athens, women and enslaved people could vote.

True    False

6. The Iroquois Confederacy valued cooperation and long-term thinking.

True    False

### Section C: Matching (4 marks total)

7. Match each democratic feature to the correct system.

Feature	Ancient Athens	Iroquois Confederacy
A. Clan mothers	<input type="checkbox"/>	<input type="checkbox"/>
B. Assembly voting	<input type="checkbox"/>	<input type="checkbox"/>

8. Match each term to its meaning.

Term	Meaning
A. Democracy	<input type="checkbox"/> People share power
B. Consensus	<input type="checkbox"/> Group agreement

### Section D: Constructed Response

9. Short Answer (3 marks)

Describe one way participation was limited in either Ancient Athens or the Iroquois Confederacy. Explain why this limitation is significant (3–4 sentences).

**10. Paragraph Response (6 marks)**

Choose one important similarity or difference between Ancient Athens and the Iroquois Confederacy. Explain why this matters when we think about democracy in Canada today (6–7 sentences).

**Bonus Question (Worth 1.5 marks)**

- Tell me one thing that you learned from this unit and its significance to you personally (3–4 complete sentences). Half a mark is awarded for each sound response.

**5.3 Answer Key — Teacher Use Only**

### Section A: Multiple Choice

1. B — Citizens voted in assemblies
2. C — Consensus decision-making
3. C — Both had rules about who could participate
4. B — Decision-making through discussion and voting

### Section B: True / False

5. False — Women and enslaved people were excluded from voting in Ancient Athens.
6. True — Cooperation and long-term thinking were central to Iroquois governance.

### Section C: Matching

7. Clan mothers → Iroquois Confederacy | Assembly voting → Ancient Athens
8. Democracy → People share power | Consensus → Group agreement

### Section D: Constructed Response — Suggested Criteria

#### Question 9 — Short Answer (3 marks)

Acceptable responses may include: in Ancient Athens, women, enslaved people, and non-citizens were excluded from participation; in the Iroquois Confederacy, participation depended on clan roles and consensus rather than individual voting.

- 1 mark — Identifies a valid limitation
- 1 mark — Accurate historical reference
- 1 mark — Clear explanation of significance

#### Question 10 — Paragraph Response (6 marks)

Responses should identify one similarity or difference between the two systems and explain its relevance to Canadian democracy today.

- 2 marks — Accurate identification of similarity or difference
- 2 marks — Explanation using historical examples
- 2 marks — Meaningful connection to modern Canadian democracy

## 5.4 Test Accommodations and Fair Assessment Practices

The following accommodations are embedded into the test design by default (not added as individual modifications). They apply proactively to support all learners.

Section	Universal Supports	Who Benefits
Whole-Test Design	Questions grouped by type; clear section headers; consistent formatting; one idea per question	ADHD, ASD, learning disabilities, anxiety, ELL

Multiple Choice & T/F	Oral read-aloud; screen-reader compatible; no double negatives; plausible (not tricky) distractors	Visual impairment, ELL, processing differences
Matching	Line-drawing, circling, oral, or digital response options; limited number of matches per item	Fine motor challenges, dysgraphia, visual processing
Constructed Response	Write, type, dictate, or use speech-to-text; sentence starters optional; no penalty for spelling/handwriting	ADHD, physical disability, ELL, processing differences
ELL Students	Simplified sentence structures; bilingual dictionary; clarifying prompts for instructions only	English Language Learners
Sensory / Physical Needs	Large-print version; digital zoom; scribe support; flexible seating	Visual impairment, mobility challenges

### Teacher Note

- This assessment was designed using Universal Design for Learning principles to proactively remove barriers while maintaining curricular rigour. Accommodations such as alternative response modes, assistive technology, extended time, and environmental supports allow students to demonstrate their understanding of democratic concepts without altering learning outcomes or performance criteria.

## 5.5 Course Outcomes Self-Assessment

Course Outcome	Evidence	Level	Rationale
Applied understanding of assessment of learning	Test format; 10 questions; 20 points; constructed response criteria	Met	Evaluative in nature; measures achievement of outcomes; includes point values and marking guidelines
Validity and its implications	Each question aligned to a specific SLO and Bloom's level; blueprint-test-answer key alignment	Met	Measures democratic understanding, not test-taking skill; ensures construct and content validity
Fair assessment principles	Grouped question types; multiple response modes; accommodations outlined; no penalty for non-outcome skills	Exceeds	Proactive UDL design removes barriers while maintaining consistent expectations for all learners
Effective objective-style questions	MC, T/F, and matching items with clear stems, plausible distractors, and single correct answers	Met	Objective items are unambiguous, age-appropriate, and aligned to outcomes
Effective constructed-response questions	Short-answer and paragraph items with explicit mark breakdowns	Met	Assesses higher-order thinking; clear success criteria support reliability

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Valid and reliable summative assessments	Balanced item types; consistent scoring; answer key provided	Met	Reliability supported by clear criteria; validity maintained through alignment
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## Discussion Questions

- 1 How does a test blueprint ensure that a summative test is valid? What would happen to validity if the blueprint were not followed during test construction?
- 2 Review the multiple-choice questions. What makes a good distractor? How do the distractors in this test reflect common student misconceptions about historical democracy?
- 3 The constructed-response questions are worth 9 of 20 marks (45%). Why might a test designer choose to weight these items heavily? What does this reflect about assessment priorities?
- 4 How does the principle of "no penalty for non-outcome skills" apply to constructed-response marking? How would you apply this principle when marking a student response that has excellent ideas but poor spelling?
- 5 Compare the level of Bloom's Taxonomy represented by Questions 1–6 versus Questions 9–10. What is the pedagogical purpose of including both lower-order and higher-order questions in a single test?

## SECTION 6 Reflection and Professional Growth

### Portfolio Self-Assessment and Conclusion

#### Section Overview

This final section provides a structured self-assessment of the portfolio against the ED 3604 assignment rubric, a reflective summary of key professional learnings, and a conclusion that articulates how the portfolio demonstrates applied competence in assessment design. Together, these components show how the work completed throughout the portfolio aligns with course outcomes, the Alberta Teaching Quality Standard, and the principles of valid, reliable, and inclusive assessment.

#### Learning Outcomes

- ◆ Evaluate portfolio components against established course rubric criteria
- ◆ Articulate professional growth in assessment design, validity, reliability, and fairness
- ◆ Connect assessment decisions to the Alberta Teaching Quality Standard
- ◆ Reflect on how inclusive assessment design reflects and reinforces democratic values
- ◆ Synthesize learning from all portfolio sections into a coherent professional statement

## 6.1 Portfolio Self-Assessment Against ED 3604 Rubric

**Course:** EDUC 3604 — Evaluation of Student Learning

**Student:** Brittany Molenaar

**Assignment:** Unit Assessment Portfolio

**Term:** Winter 2026

### Component 1: Performance Task and Rubric (20%)

The summative performance task — Comparing Democratic Systems: Ancient Athens and the Iroquois Confederacy — is skillfully designed and explicitly linked to curricular outcomes. The task assesses multiple Grade 6 Social Studies SLOs through a Venn diagram comparison and a defended written or oral response.

Principles of fair and valid assessment are applied through Universal Design for Learning, offering multiple modes of expression (written, oral, visual) without altering learning expectations. A shared rubric is used consistently across formats, demonstrating an applied understanding of assessment of learning.

**Indicated Rubric Level: Excellent (A / A+)**

### Component 2: Unit Assessment Plan (40%)

The Unit Assessment Plan demonstrates a sophisticated and applied understanding of assessment for, as, and of learning. Established goals, essential questions, and enduring understandings are explicitly connected to identified General and Specific Learning Outcomes.

The plan incorporates a pre-assessment, multiple formative assessments, and two summative assessments. Each outcome is assessed multiple times using varied tools, thereby strengthening validity and reliability. Inclusive practices support equitable access while maintaining rigour.

**Indicated Rubric Level: Excellent (A / A+)**

### Component 3: Summative Test and Blueprint (40%)

The summative test demonstrates skillful construction of objective-style and constructed-response questions, each aligned to specific SLOs and Bloom's Taxonomy levels through a detailed blueprint. Validity is supported through outcome alignment and cognitive progression. Reliability is strengthened through clear scoring criteria, point values, and an answer key.

Fair assessment principles are embedded through accommodations such as read-aloud, alternative response modes, and the removal of penalties for non-outcome skills.

**Indicated Rubric Level: Excellent (A / A+)**

Assignment Requirement	Evidence in Submission	Status
2–5 full SLOs included	Four complete SLOs written in full	Met
Taxonomic level identified	Bloom's Taxonomy listed for each question	Met
Question type identified	MC, T/F, Matching, CR identified per item	Met
Totals for outcomes, levels, and types	Total questions and points clearly stated	Met
10-question summative assessment	Exactly 10 questions	Met
Selective and constructed response formats	Four item formats used	Met
Clear student instructions	Instructions and accommodation notes included	Met

## 6.2 Reflective Summary

This portfolio demonstrates my ability to design a valid, reliable, and fair unit assessment plan aligned to curricular outcomes. Using a detailed blueprint, balanced item formats, and Universal Design for Learning principles, the assessment measures students' understanding of democratic concepts rather than extraneous factors. This work reflects my developing professional competence in assessment design and aligns with the expectations of the Alberta Teaching Quality Standard.

Formative assessments within the unit are deliberately aligned to curriculum outcomes and used to guide instruction, provide descriptive feedback, and develop student metacognition. These opportunities prepare students for summative success while reducing reliance on a single evaluative measure.

The inclusion of two distinct summative assessments — a performance-based task and a written test — provides multiple, complementary sources of evidence for student achievement. Together, these assessments demonstrate validity, reliability, and fairness through explicit alignment with outcomes, balanced cognitive demand, and Universal Design for Learning principles.

This portfolio reflects thoughtful, intentional assessment practice aligned with Alberta curriculum outcomes, the Teaching Quality Standard, and Inclusive Education Policy, demonstrating professional competence in the design and evaluation of student learning.

### Overall Portfolio Rubric Level

- All required portfolio components are present, coherent, and mutually aligned.
- The portfolio demonstrates an applied, professional understanding of assessment design, validity, reliability, and fairness consistent with ED 3604 expectations and the Alberta Teaching Quality Standard.
- Overall Indicated Level: Excellent (A / A+)

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### Discussion Questions

- 1** How does designing a unit assessment portfolio develop professional competence differently than completing individual assignments? What skills does portfolio design require that a single test does not?
- 2** This portfolio aligns with TQS competencies 1 through 6. Identify one TQS competency that you believe is most strongly demonstrated across the full portfolio and justify your choice with specific examples.
- 3** The portfolio emphasizes that inclusive assessment reflects democratic values in the classroom — that the way we assess students models the values we teach about democracy. Do you agree? Support your position with evidence from the portfolio.
- 4** Reflecting on the full assessment cycle in this unit — from pre-assessment through summative evaluation — what would you do differently if you were redesigning this portfolio? What would you strengthen?
- 5** Assessment design is described as a professional skill requiring judgment, not just technical knowledge. What does professional judgment look like in assessment, and how is it demonstrated in this portfolio?

# Glossary

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## Accommodations

Adjustments to how a student accesses or expresses learning that remove barriers without changing the learning outcome or the standard of evaluation. Accommodations are distinguished from modifications, which change expectations.

## Assessment As Learning

Assessment that supports metacognition and student ownership. Students monitor their own progress, reflect on their learning, and set goals. Example: The Student Self-Assessment Chart.

## Assessment For Learning

Diagnostic and formative assessment used to gather information about student understanding to guide instruction and provide feedback. Example: The Prior Knowledge Probe and Group Discussion Checklist.

## Assessment Of Learning

Summative assessment used to evaluate student achievement against learning outcomes at the end of a unit or learning period. Example: the Performance Task and Written Test.

## Bloom's Taxonomy

A hierarchical framework for classifying cognitive learning objectives, from lower-order (Remember, Understand) to higher-order (Apply, Analyze, Evaluate, Create). Used to ensure balance and appropriate cognitive demand in assessment design.

## Clan Mothers

In the Iroquois (Haudenosaunee) Confederacy, clan mothers held significant authority in governance, including the power to appoint and remove chiefs. Their role reflects a distinctive form of gendered political participation.

## Consensus

A decision-making process in which all members of a group work toward a mutually acceptable agreement, rather than using a majority vote. Central to Iroquois Confederacy governance.

## Constructed Response

A type of assessment item that requires students to compose an original response (short answer or paragraph), demonstrating reasoning and communication in their own words.

## Democracy

A system of governance in which members of a society participate in decision-making, either directly or through elected representatives. The unit examines historical and evolving definitions of this concept.

## Enduring Understanding

A key concept or insight that students are expected to carry beyond the unit, reflecting the deep purpose of the curriculum. Enduring understandings guide unit design and assessment.

## Essential Question

An open-ended, thought-provoking question that anchors a unit and promotes ongoing inquiry. Essential questions cannot be fully answered with a single sentence and invite multiple perspectives.

## Fairness

In assessment, the principle is that all students have an equitable opportunity to demonstrate their learning, regardless of disability, language background, or learning profile. Fairness is achieved through flexible formats and proactive barrier removal.

### **Formative Assessment**

Ongoing assessment conducted during learning to monitor progress, provide feedback, and adjust instruction. Formative assessment is low-stakes and supports improvement rather than evaluation.

### **General Learning Outcome (GLO)**

A broad statement describing the overarching knowledge, skills, or understanding students are expected to develop across a unit or course. GLOs are supported by Specific Learning Outcomes.

### **Haudenosaunee Confederacy**

Also known as the Iroquois Confederacy or the Six Nations, this is a longstanding alliance of Indigenous nations in northeastern North America. The Confederacy is recognized as a sophisticated democratic system of governance based on consensus, representation, and the Great Law of Peace.

### **Inclusive Assessment**

Assessment designed from the outset to be accessible and equitable for all learners, incorporating UDL principles and minimizing the need for individual accommodations. Inclusive assessment removes barriers to access without reducing cognitive expectations.

### **Metacognition**

The awareness and regulation of one's own thinking and learning processes. Metacognitive skills are developed through self-assessment, reflection, and goal-setting activities.

### **Objective Item**

An assessment question with a clearly correct answer, such as multiple choice, true/false, or matching. Objective items support reliability by reducing scorer subjectivity.

### **Reliability**

The consistency and accuracy of an assessment. A reliable assessment produces similar results across different evaluators, occasions, and students with similar levels of understanding.

### **Rubric**

A structured scoring tool that describes levels of performance for specific assessment criteria. Rubrics support reliability, transparency, and consistency in evaluation.

### **Specific Learning Outcome (SLO)**

A precise statement describing what students are expected to know, understand, or be able to do because of instruction. SLOs are derived from the program of studies and directly guide assessment design.

### **Summative Assessment**

Assessment conducted at the conclusion of a unit or learning period to evaluate student achievement. Summative assessments provide evidence for grading and reporting.

### **Test Blueprint**

A planning document that maps assessment items to specific learning outcomes and Bloom's Taxonomy levels, ensuring that a test is balanced, valid, and outcome-aligned before it is written.

### **Universal Design for Learning (UDL)**

A research-based framework that guides the design of learning experiences and assessments to be accessible to all learners from the outset, by providing multiple means of representation, expression, and engagement.

### **Validity**

The degree to which an assessment measures what it is intended to measure. A valid assessment directly aligns to stated learning outcomes and does not assess extraneous factors such as writing mechanics when the outcome involves historical understanding.

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