

Assessment Creation Project

Nolan Russell

College of Education, Niagara University

EDU 505: Educational Tests and Measurement

Table of Contents

Cover Page-----	1
Table of Contents-----	2
Introduction-----	3
Standard #1 & Pre/Post Assessment-----	4
Pre/Post Assessment Continued-----	
Error! Bookmark not defined.	
Rationale-----	6
Rationale Continued-----	7
Rationale Continued & Standard #2-----	8
Pre/Post Assessment-----	9
Pre/Post Assessment Continued-----	10
Pre/Post Assessment Continued-----	11
Rationale-----	12
Rationale Continued-----	13
Rationale Continued & Standard #3-----	14
Standard #3 Pre-Assessment-----	15
Pre-Assessment Continued-----	16
Pre-Assessment Continued-----	17
Post-Assessment-----	18
Post-Assessment Continued-----	19
Post-Assessment Continued & Rationale-----	20
Rationale Continued-----	21
Rationale Continued-----	22
References-----	23

Introduction

Assessment tools are critical in teaching regardless of the subject and unit. As a future history teacher in Ontario, it is essential to have a strong understanding of various assessment measures that challenge students and assess their knowledge and understanding in ways that align to the curriculum expectations. This paper will focus on three such assessments that relate to Canadian history during the period between 1914 and 1929, aligning with the Grade 9 History expectations in the Ontario curriculum. This is a critical unit for a Grade nine history course, exploring key social, economic, political, and cultural developments, with a particular emphasis on the impact of World War I, the changing roles of women, the evolution of Canadian identity, and the experiences of Indigenous communities, including First Nations, Métis, and Inuit. Thus, it is essential to have strong assessments for a unit of such importance.

Building from this, the purpose of this paper is to develop pre- and post-assessment tools that measure student learning in relation to key standards. Three different Ontario Expectations standards will be identified, with each having a corresponding pre- and post-assessment that aligns with that standard. These will include performance assessments, written responses, and oral assessments. These assessments will be provided within the paper, and each will be supported by the rationale for its utility. Each assessment will serve as a measurement tool to gauge students' knowledge both before and after the lesson, helping to track their learning progress. By the end of this unit, students will not only have a deeper understanding of Canadian history but also develop skills in historical analysis, using primary sources and evidence to form their own conclusions. The Ontario Expectations the assessments were created for are B2.1, B2.5, and B2.2, each of which connect to the unit called Canada, 1914–1929.

Standard #1

B2.1 – *Explain the main causes of World War I and of Canada's participation in the war, and analyze some of the consequences of Canada's military participation in the war.*

Pre/Post Assessment Quiz (Same for both)

Multiple Choice Questions

(Select the correct answer)

1. What were the main causes of World War I?
 - a) **Militarism, Alliances, Imperialism, and Nationalism** (*correct*)
 - b) The Cold War, the rise of fascism, and the Great Depression
 - c) The Russian Revolution, the Treaty of Versailles, and the League of Nations
 - d) The spread of democracy, global trade, and scientific innovation
2. Which of the following countries were all part of the Allied Powers in World War I?
 - a) Germany, Austria-Hungary, Ottoman Empire
 - b) **Canada, United Kingdom, France, Russia** (*correct*)
 - c) United States, Germany, Italy, United Kingdom
 - d) United Kingdom, Russia, Ottoman Empire, Canada
3. What was the primary reason Canada entered World War I?
 - a) To protect Canadian territories
 - b) **Imperial loyalty to the British Empire** (*correct*)
 - c) Nationalism
 - d) Economic gain
4. Which of the following was a direct consequence of Canada's participation in World War I?
 - a) Canada's military was disbanded
 - b) Canada gained full independence from the British Empire
 - c) **Canada signed the Treaty of Versailles separately from the UK** (*correct*)
 - d) Canada's borders expanded
5. How did women's participation in the workforce during World War I impact Canadian society?
 - a) Right to vote for all women
 - b) Equal pay for women in the workforce
 - c) Recognition as equal citizens
 - d) **Shift in gender roles within households** (*correct*)

Short Answer Questions

Answer to the best of your abilities based on what you know now. If you are unsure, you can infer or guess some plausible ideas. Be prepared to share your answers with the class.

1. Why do you think Canada was involved in a primarily European conflict like World War I?
2. What impact do you think Canada's involvement in World War I had on Canadian society?
3. How did the Treaty of Versailles mark a significant turning point in Canada's political relationship with Britain?

Format

After students have completed their written pre-assessment, the class will engage in a group discussion. The teacher will facilitate the discussion, guiding students to articulate their answers, build on each other's ideas, and use historical evidence to support their claims. Students will be encouraged to participate in the discussion by elaborating on their answers to the questions, particularly focusing on Canada's role in the war, its consequences on national identity, and the long-term impacts on Canadian society.

There will be a 20-minute lesson after this discussion. Following this lesson, students will redo the same questions for the post-assessment to see how their knowledge has changed. In their post-assessment, they will be expected to provide more detailed answers, incorporate new historical knowledge, and refer to the class discussion and lesson. After the post-assessment is completed, the teacher will facilitate another brief discussion where students will reflect on what they've learned and converse with one another to clarify any lingering misunderstandings.

Rationale:

The written pre/post assessment and oral discussion component is designed to effectively measure students' understanding of the causes of World War I, Canada's involvement in the war, and its lingering consequences. The pre-assessment helps to gauge students' prior knowledge and identify any misconceptions or gaps in understanding, allowing the teacher to address these areas before moving on to the lesson. By revisiting the same questions after the lesson, the post-assessment reveals the extent of students' growth and how their understanding has deepened, particularly regarding Canada's evolving political and social identity following the war. This allows the teacher to compare students' initial assumptions with their refined knowledge, ensuring that the objectives of the unit have been met.

In addition, the oral discussion component plays a key role in fostering critical thinking. It provides students with an opportunity to articulate and defend their answers, while engaging with their peers in a collaborative learning environment. The discussion prior to the lesson will require students to make inferences, hypothesize potential causes and effects, and engage in logical reasoning/guessing for content that they are unfamiliar with. This exercise encourages students to develop their historical reasoning skills even before the lesson content is introduced, allowing for a more dynamic and engaging exploration of the topic. The students are actively involved in constructing their own understanding, with opportunities to challenge and refine their ideas during the discussion.

The post-assessment discussion allows students to confirm and refine their knowledge, deepen their analysis, and practice supporting their claims with historical evidence from the lesson. By speaking with peers, students gain exposure to different perspectives, which often prompts them to rethink or refine their own arguments. This oral component adds another layer

of learning, as it emphasizes the importance of communication in understanding historical events. Students can draw on both primary and secondary sources discussed during the lesson to reinforce their claims, further encouraging them to make evidence-based conclusions. The ability to communicate effectively in both written and oral forms is an essential skill in history, and this pre/post assessment structure helps foster this competency.

The combination of written and oral assessments actively engages students in the learning process. The written portion tests their factual recall, ensuring that they have absorbed the necessary content regarding the causes of the war, Canada's military involvement, and the consequences of the conflict. This provides a clear measurement of knowledge acquisition. The oral discussions, on the other hand, serve to deepen students' understanding and promote collaborative learning. In these discussions, students will not only confirm their knowledge but also challenge their classmates' ideas, leading to a richer, more nuanced understanding of the topic. This holistic approach ensures that students are not only recalling facts but also engaging in higher-order thinking, such as analysis, synthesis, and evaluation.

Critically, this pre/post assessment aligns with the Ontario History Curriculum standard **B2.1**, which emphasizes the need for students to explain the main causes of World War I, analyze Canada's participation, and assess the consequences of the war. By assessing both factual knowledge and critical thinking skills, the assessment provides a comprehensive measure of students' historical understanding. It encourages students to think critically about history, connect the past to the present, and reflect on how historical events have shaped the social, political, and cultural landscape of Canada. This assessment also prepares students for more complex analysis in future lessons, as they learn to integrate historical evidence and assess the long-term impacts of significant global events.

Ultimately, the use of both the written and oral components allows students gain a more holistic understanding of World War I. This gives them a greater opportunity to meaningfully engage in historical inquiry and collaborative discussions, while improving writing and critical thinking skills. The pre/post structure, combined with the class discussion, ensures that students have multiple opportunities to reflect on and solidify their learning, making this assessment an effective tool for measuring both individual progress and collective growth in historical thinking. It is also extremely valuable to the teacher to see what students already know prior to the lesson and what they don't to tailor the instruction to best meet the class needs (pre-assessment and discussion), and to gauge what they learned and understood following the lesson (post-assessment and reflective discussion).

Standard #2

B2.5 describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period.

Pre/Post Written Assessment

Pre-Assessment: Reading Passage with Short Answer Questions

Read the following passage on The Indian Act, Residential Schools, and the Pass System. Then answer the corresponding short answer questions in paragraph form.

Between the late 19th and early 20th centuries, the Canadian government implemented several policies that had significant negative impacts on First Nations, Métis, and Inuit

communities. One of the most harmful policies was the Indian Act, first passed in 1876 and later amended in various ways. The Indian Act gave the federal government authority over many aspects of Indigenous peoples' lives, including their governance, land, and cultural practices. Over time, the Indian Act further restricted the rights of Indigenous peoples and prevented them from fully participating in Canadian society.

Another key policy was the residential school system, which sought to assimilate Indigenous children into Euro-Canadian Catholic culture. Indigenous children were often forcibly removed from their families and placed in residential schools where they were forbidden to speak their languages or practice their traditions. The legacy of these schools continues to affect Indigenous communities to this day, as many survivors faced physical, emotional, and cultural trauma.

The Pass System was another oppressive policy, introduced in the late 19th century, which restricted the movement of Indigenous peoples. Under this system, Indigenous people required permission from government officials to leave their reserves, severely limiting their freedom. These government policies and the attitudes behind them were based on the belief that Indigenous cultures were inferior and that assimilation into mainstream Canadian society was necessary for their survival.

Short Answer Questions

1. What was the residential school system, and what was its main purpose?
2. How do you think the Indian Act would have affected First Nations communities in Canada?
3. What was the Pass System, and how did it impact Indigenous peoples?

4. Describe the attitudes that the Canadian government held toward Indigenous peoples during this period.
5. What was the long-term impact of the residential school system on Indigenous communities in Canada?
6. In your opinion, why was the Indian Act amended in 1924 to transfer federal responsibility for Inuit peoples to the Department of Indian Affairs?
7. What do you think the Canadian government's policies (such as the Indian Act and residential schools) tell us about its views on Indigenous peoples during the early 20th century?

Post-Assessment: Research Essay

Respond to the following prompt with a research essay. Write 5-7 paragraphs (approximately 500-750 words) in response. Reflect on what you have learned today to aid in your submission. Use at least two historical sources (primary or secondary) to support your response. The essay is due on July 13, 2025, and must be printed out and handed in at the beginning of class. The essay should be Times New Roman, 12pt font and include a title page and references in APA 7 format. Cite your sources within the article in APA 7 format whenever you are quoting or paraphrasing. The grading template for formatting and grading is included below. Late projects will be accepted for a reduction of 10% per day. After ten days, the project is worth no credit.

Essay Question:

Explain the impact of the residential school system and government policies (such as the Indian

Act, the Pass System, etc.) on First Nations, Métis, and Inuit communities between 1870 and 1930. Discuss how these policies reflected government attitudes toward Indigenous peoples and consider their long-term consequences on these communities. Use examples from your class discussion and primary or secondary sources to support your answer.

Template/Rubric:

Introduction: State the purpose of your paper and what you will be exploring. Address the question and provide a central answer/argument/thesis in response. Provide a concise summary of your main points that will be argued in the essay. Include an interesting hook with the opening sentence (1 point).

Body Paragraphs: Include three body paragraphs that support your main argument/thesis. Each paragraph should focus on a central point that helps prove your argument. (1 point per paragraph, 3 points total)

Conclusion: Restate the paper's purpose and central arguments. Conclude with a thought-provoking or definitive final sentence. (1 point)

References: Include references here for any citations. Must include at least two historical sources (primary or secondary). These must be in APA format. (1 point)

Additional Guidelines:

Must maintain proper structure and APA formatting throughout (1 point).

Needs to contain a clear argument/thesis with points to support it (1 point)

Must include a title page and be written in Times New Roman, 12pt font (1 point)

The paper should be written with proper grammar and punctuation (1 point)

Rationale:

This pre/post assessment is designed to evaluate students' understanding of the historical and societal impacts of government policies, such as the Indian Act, the residential school system, and the Pass System, on First Nations, Métis, and Inuit communities in Canada between 1914-1929. The pre-assessment serves as an entry point to gauge students' prior knowledge, while the post-assessment offers an opportunity to assess how their understanding deepens after instruction and the integration of historical evidence.

The pre-assessment begins with a reading passage that provides context on the Indian Act, residential schools, and the Pass System. After reading the passage, students are asked to respond to short-answer questions in paragraph form. This format allows teachers to assess students' initial understanding of the policies and their awareness of the government's attitudes toward Indigenous peoples. The questions encourage students to reflect on the long-term consequences of these policies, both at the time and beyond. This allows teachers to gain insight into students' current knowledge and identify any misconceptions that may need to be addressed during the lesson.

An important aspect of the pre-assessment is that it is not designed to test students' perfect or complete understanding of the topic. Instead, the goal is to allow students to express their prior knowledge, providing a starting point for learning. This structure encourages students to reflect on what they already know without the pressure of being graded on completeness or accuracy, enabling them to identify areas for further growth. The reading passage will also give them some brief information to help them answer the questions, but students with more prior knowledge will be able to answer in greater detail.

The post-assessment takes the form of a research essay that requires students to incorporate information from their lesson, discussions, and both primary and secondary sources. Students will revisit a key topic from the pre-assessment: the impact of the residential school system and government policies on Indigenous communities. By responding to a similar question after having learned more about the policies and their consequences, students will be able to deepen their understanding and refine their original ideas. This progression from the pre-assessment to the post-assessment encourages historical inquiry, as students engage with multiple sources and examples to support their arguments, further strengthening their understanding of the material.

This assessment places a strong emphasis on critical thinking and analysis. Students are required to explore the attitudes that shaped government policies such as the Indian Act and residential schools and to evaluate the long-term consequences of these policies on Indigenous communities. The incorporation of primary and secondary sources allows students to move beyond generalizations and engage with concrete examples of government actions, societal responses, and the lived experiences of Indigenous peoples. Through this, students gain a more nuanced understanding of the ongoing effects of these policies, both historically and in the present day.

Moreover, the post-assessment encourages students to develop research skills, as they are tasked with selecting, analyzing, and interpreting historical sources to strengthen their arguments. They will critically evaluate different perspectives (Indigenous, government, Catholic church, etc.) to understand how these viewpoints contribute to the broader historical narrative. This process promotes key historical inquiry skills, including interpreting historical sources, which are crucial for the development of historical thinking.

The pre/post assessment structure also allows the teacher to track their progress. By reflecting on their initial responses in the pre-assessment and revising them with new, evidence-based analysis in the post-assessment, students practice academic revision and reflection, central to historical research and writing. This provides the teacher with the opportunity to recognize how their students' understanding has evolved and improved over time.

Overall, the pre/post assessment offers a structured and dynamic framework for assessing students' understanding. The pre-assessment provides an opportunity for students to reflect on their prior knowledge, while the post-assessment encourages them to integrate new information and research into their analysis. This assessment fosters critical engagement with key historical topics, promotes the development of research and writing skills, and encourages students to engage thoughtfully with the legacies of Canadian government policies.

For all these reasons, these assessments perfectly align with the Ontario History Curriculum standard B2.5, which emphasizes the need for students to describe how the residential school system and other government policies affected First Nations, Métis, and Inuit individuals and communities.

Standard #3

B2.2 – *Analyze, with reference to specific events or issues, the significance of and perspectives on Canada's participation in international relations between 1914 and 1929.*

Pre-Assessment Quiz

Part A – Matching

Match each historical event to its significance in the development of Canada's international relations and national identity.

Events	Significance
<ol style="list-style-type: none"> 1. _____ Vimy Ridge (1917) 2. _____ Treaty of Versailles (1919) 3. _____ Statute of Westminster (1931) 4. _____ League of Nations (1920) 5. _____ Chanak Crisis (1922) 6. _____ Wartime Elections Act (1917) 	<ol style="list-style-type: none"> a. First international treaty signed by Canada independently b. The first time Canada refused to automatically support a British military action c. A British law that formally recognized the autonomy of Canada and other dominions d. A major WWI battle symbolizing Canada's military strength and national identity e. A law that expanded voting rights to some women but disenfranchised minorities and further divided English and French Canadians f. First international organization to recognize Canada as an independent member

Part B – True or False

For each prompt, indicate whether the statement is true or false.

1. _____ Canada's military role in WWI was controlled by Britain, with no involvement in independent military decisions.

2. _____ Canada signed the Treaty of Versailles independently, though still part of the British delegation.
3. _____ The Treaty of Versailles granted Canada full autonomy over its foreign policy.
4. _____ By the end of WWI, Canada's role in international relations remained the same and had minimal impact on global diplomacy.
5. _____ Canada's success at Vimy Ridge contributed to a stronger sense of national identity and pride.
6. _____ Canada gained greater autonomy and a stronger national identity after its contributions in WWI.

Part C – Chart

Reflect on your prior knowledge to consider whether **Canada was effectively an independent nation by the end of World War I**. List three to five arguments that support the statement and three to five arguments that counter the statement. You can discuss the events listed in the matching section to support your ideas.

In Favor of Canada's Independence	Against Canada's Independence
•	•
•	•
•	•
•	•
•	•

Answer Key:**Part A – Matching:**

Event	Match
1. Vimy Ridge (1917)	D
2. Treaty of Versailles (1919)	A
3. Statute of Westminster (1931)	C
4. League of Nations (1920)	F
5. Chanak Crisis (1922)	B
6. Wartime Elections Act (1917)	E

Part B – True or False:

False

True

False

False

True

True

Part C – Chart (Example Answers)**In Favor of Canada's Independence**

- Canada's significant role in major battles, like Vimy Ridge, showcased military autonomy.

Against Canada's Independence

- Canada was still considered a British dominion until 1931 (Statute of Westminster).

In Favor of Canada's Independence

- Canada signed the Treaty of Versailles independently and were recognized as an independent member by the League of Nations.
- Canada gained greater autonomy in decision-making during and after WWI as shown in the Chanak Crisis.
- Canada's war contributions and diplomatic presence increased national pride and an emerging identity on the world stage.

Against Canada's Independence

- Canada was still part of the British Empire's delegation for the League of Nations and Treaty of Versailles.
- Canada still recognized Britain's monarchy as the head of state.
- British control over foreign policy and war declarations was still in place.

Post-Assessment Debate**Historical Debate Group Planning Sheet**

Names: _____

Date: _____ Assigned Side: ☐ For ☐ Against**Debate Topic:**

By the end of World War I, was Canada effectively an independent nation?

1. Opening Statement (Rough Notes or Script)

Write your team's thesis/opening persuasive argument.

Thesis: _____

2. Key Points & Evidence

Fill in at least **four strong arguments** for your assigned side, using specific historical evidence (events, treaties, dates, figures).

Arguments:

1. _____
2. _____
3. _____
4. _____

Evidence:

1. _____
2. _____
3. _____
4. _____

3. Rebuttals & Responses

List two possible arguments the other side might make and how you would respond.

Rebuttal:

Response:

Rebuttal:

Response:

4. Closing Statement (Rough Notes)

Summarize your strongest points and restate your position in a persuasive way.

Rationale:

This pre/post assessment is designed to evaluate students' understanding of Canada's evolving role in international relations between 1914 and 1929, and to analyze how specific historical events shaped the country's national identity and autonomy. The assessments are directly tied to Standard B2.2, which emphasizes the significance and perspectives on Canada's participation in international affairs during this period. The goal of the assessment is to help students explore whether Canada had effectively become an independent nation by the end of World War I.

The pre-assessment begins with a three-part activity that includes a matching section, true or false questions, and a reflection chart. The matching and true or false sections are designed to activate students' prior knowledge of key events such as the Treaty of Versailles, the Chanak Crisis, and the League of Nations. These short-answer questions introduce the historical vocabulary and themes that will be central to the debate. Following this, students complete a chart where they brainstorm arguments both in favor of and against the statement that "By the end of World War I, Canada was effectively an independent nation."

This structure allows students to reflect on early ideas and gives teachers insight into their current understanding and any misconceptions they may hold. This will help the teacher during instruction as they will be able to add extra detail and attention to concepts they know the students are less familiar with based on their pre-assessment answers. The chart also serves as a critical thinking exercise, encouraging students to begin building historical arguments using what they know and what they are learning.

The post-assessment takes the form of a structured historical debate, in which students are assigned to argue either for or against Canada's independence by the end of WWI. The chart they completed during the pre-assessment will give them a solid foundation, which they can refine based on the instruction and group collaboration. Students will use the handout sheet to structure their team collaboration, plan their arguments, identify relevant historical evidence, and prepare opening and closing statements. During the debate, students present and defend their position using facts and historical reasoning. This performance-based task allows students to revisit and deepen their understanding of the events discussed in the pre-assessment, while demonstrating their ability to synthesize historical knowledge into a clear argument. Through this process, students develop essential historical thinking skills, such as evaluating significance, identifying cause and consequence, and recognizing continuity and change.

This assessment places a strong emphasis on critical thinking, collaboration, and persuasive communication. By analyzing the significance of major events like the Battle of Vimy Ridge, the signing of the Treaty of Versailles, and the Chanak Crisis, students are encouraged to consider how these milestones contributed to Canada's gradual emergence as an independent nation. Additionally, students evaluate how Canadian perspectives differed from those of Britain and other global powers. The use of a debate format allows students to engage with opposing

viewpoints and consider historical interpretations from multiple angles, building a deeper understanding of complex socio-political developments.

The debate also encourages the development of critical thinking, planning, and oral presentation skills. Students are expected to draw on specific historical events to support their arguments, while also anticipating and responding to counterarguments from the opposing side. The collaborative nature of the debate also fosters teamwork and peer learning, as students work together to refine and defend a shared position.

Overall, this pre/post assessment provides a dynamic and meaningful way to assess student learning through a performance-based assessment. The pre-assessment activates prior knowledge and introduces key concepts, while the post-assessment allows students to apply and extend their understanding through active, evidence-based discussion. Together, they align closely with the Ontario History Curriculum Standard B2.2, supporting student engagement with the historical significance and complexity of Canada's role in international affairs during and after WWI.

References

Miller, J. R. (2012). *Residential schools in Canada*. The Canadian Encyclopedia.

<https://www.thecanadianencyclopedia.ca/en/article/residential-schools>

Nestor, R. (2018). *Pass system in Canada*. The Canadian Encyclopedia.

<https://www.thecanadianencyclopedia.ca/en/article/pass-system-in-canada>

Ontario Ministry of Education. (2018). *The Ontario curriculum: Grades 9 and 10: Canadian and world studies – Geography, history, civics (politics)*.

<https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>

The Canadian Encyclopedia. (2006). *Indian Act*.

<https://www.thecanadianencyclopedia.ca/en/article/indian-act>