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Methodology
This study was conducted in a second grade classroom. I implemented authentic assessments during a social studies unit that focused on the American government. I collected lesson plans, student work, and my own observations throughout the unit.

Literature Review
• Authentic assessment has support from many teachers, parents, and students.
• In many cases there is support for a combination of traditional assessments and authentic assessments.
• Literature suggests that students are often able to demonstrate what they have learned on authentic assessments.

Findings
The following is a quote from our simulation where I used observations to assess student knowledge of how a bill becomes a law: “I am not going to sign this bill. I think it is silly for an ostrich to ride in a car.” The students laughed and then I asked, ‘does anyone know what it was called when I did not sign that bill?’ and most of the class raised their hands. The first student said ‘veto!’ very excitedly. Right: The hopper from our simulation.

Conclusions
• Students are engaged while completing authentic assessments.
• My students were able to work together to complete these assessments.
• Authentic assessments reveal students’ understanding of social studies concepts.

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