00001 Assessments

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 1 & 2**
Length: **All year**
Status: **Published**

Assessments

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Formative:

- Individual student-teacher conferences on research writing and essay writing
- Exit Tickets
- Openings and Closings (Do-Nows/Warm-ups)
- Strategic Questioning - higher order thinking/Historical Thinking Skills
- Think-Pair-Share
- Jigsaws
- Socratic Seminars
- Discussions
- Participation
- Four Corners
- One Minute Papers
- Mini-white boards
- Google Forms
- Turn and Talk
- Response Logs
- Peer Review

Alternative:

- Exams on google forms/google platform

- Collaborative testing
- Portfolios
- Creative projects - students apply knowledge
- Test corrections
- Movie analysis
- Primary source analysis
- Concept maps
- Political cartoon/Artwork/Photo analysis
- Simulations
- Lateral Reading quantitative and qualitative assessments
- AI: Gemini, ChatGPT, Magicschoolai

Benchmarks:

- SGOs: DBQs. Essays, Writing Process, Primary source analysis (must be submitted in oncourse by October 25, revised if necessary by January 25, and 2nd SGO completed by March 25) pre and post assessments
    - Students will be able to write a body paragraph that incorporates accurate and relevant supporting details. By the end of the school year, they will be able to convey those skills into a fully written essay. They will be graded on a 4 point rubric: 1 point for a correct topic sentence, 1 point per supporting detail (2 of them in the paragraph), and 1 point for connecting the detail back to the prompt.
    - Students analyzed primary source documents related to the Jamestown colony. Students answered the question: Why did so many colonists die in Jamestown? Students analyzed the point of view of the sources.
    - Students analyzed documents on the Jamestown colony. Students wrote thesis statements that answered the question: Why did so many colonists die in Jamestown?
- Research Thesis Papers 10th grade: Process and completed in 2nd semester - completed by April 30
- Essay Writing
- Thesis Statements - teach the process and have students write thesis statements by November 1
- Washington's Farewell Address analysis - teachers do assignment/project during the month of January - by January 31
- Primary source analysis (must be submitted in oncourse by October 25, revised if necessary by January 25, and 2nd SGO completed by March 25)
- Understanding Point of View - use primary resource (i.e Winthrop's City Upon a Hill) to evaluate POV

by October 31

- Analyzing supporting evidence
- All core courses write LEQs/FRQs and DBQs at least 3 times a year. Electives write essays at least 3 times a year (i.e. persuasive, research, other)
    - LEQ Rubric: https://docs.google.com/document/d/1XU78VB7yHAffJD69UyK_eSjKZx2lQ6vlhpOuoRuU38A/edit
    - DBQ Rubric: https://docs.google.com/document/d/1eUoxKbizNaDY_9_h64abVL_ql8E7oLz9VovxBsEOUPk/edit
- For MLL students - WIDA scores will be considered in assignments and activities given

Summative:

- End of Unit Chapter Tests
    - Multiple Choice
    - Short Answer Questions (SAQ)
    - Long Essay Questions (LEQ)
    - Free Response Questions (FRQ)
- Long Essay Questions (LEQ)
- Document Based Questions (DBQ)
- ResearchThesis paper
- Performance Tasks with Rubrics
    - Projects
    - Presentations/Speeches
- Pear Deck Assessment
- Albert i.o