0001 Assessments

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

Assessments

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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 pre and post assessments

  Primary source analysis (must be submitted in oncourse by October 25, revised if necessary by January 25, and 2nd SGO completed by March 25)
  - Movie analysis Research Thesis Papers AP completed between AP exam and May 31
  - Essay Writing
  - President Franklin Roosevelt's Inaugural Address - teachers do assignment/project during the month of January - by January 31
  - Understanding Point of View and Intended Audience- use primary resource (i.e excerpts from The Jungle Upton Sinclair) to evaluate POV by October 31
  - students will write a Free Response to a question regarding Imperialism

  - This assessment measures students' ability to source a document. When historians interpret a document, they look at who wrote it and when. Source information presents clues about whether the document provides reliable evidence about the past. This document analysis activity's will measure whether students understand an important aspect of sourcing: the time elapsed between when a document was produced and the event it depicts. Later in the year students will be given similar documents and asked to assess their credibility.

    The Assessment was premade by SHEG Stanford History Program but used as my SGO because it can be easily replicated and measures objective reasoning skills

  - Students were tasked to examine primary source documents and craft an introduction

paragraph. The paragraph required students to provide historical context/background information, include a political, social and economic examples and a thesis statement.
    - Students will write a DBQ essay on the development of reform during the Gilded Age. They will be assessed on their ability to write a complete, specific, and thorough thesis statement within the context of this essay.
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      DBQ.2022.pdf

- Essay Writing
- Thesis Statements
    - Thesis Statements - teach the process and have students write thesis statements by November 1
- 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