Assessment

The French and Indian War 1754-1763

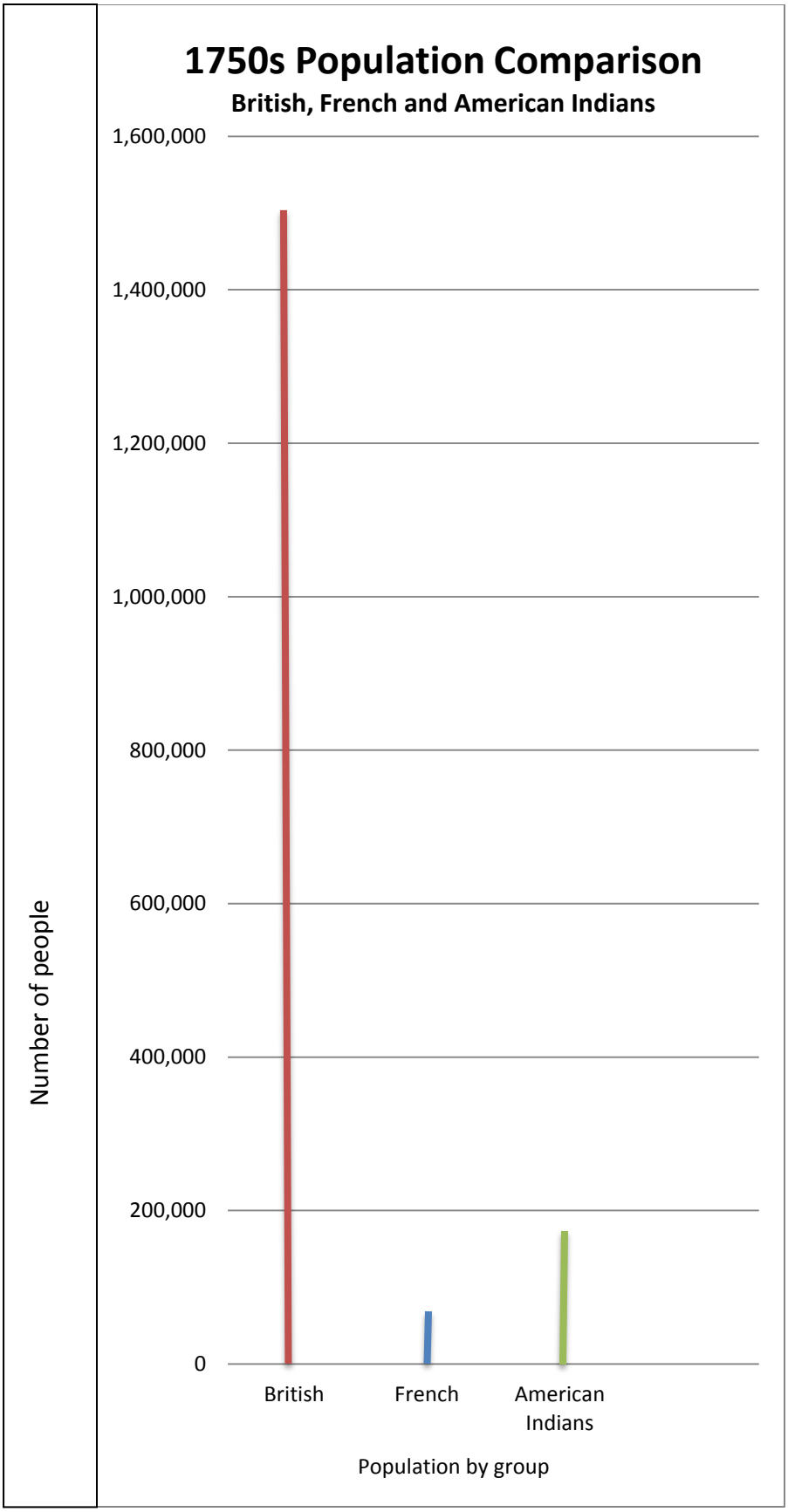
Unit 2: What Were They fighting For?

Oral Presentations:
Use a rubric (such as the one attached) to judge the oral presentations done by the students.

Graphic Organizers:
Use a rubric (such as the one attached) to judge the graphic organizers. Base the accuracy of the information in the graphic organizer on the chart below.

American Indians	French	British
Wanted to continue their lifestyle and trade with Europeans Needed land and forests, trading partners without settlement	Wanted to control the American Indian fur trade on all the land they claimed Needed to make sure British traders did not cut into their trade	Wanted to settle the land west of the Allegheny Mountains for farming Needed to have uncooperative people (French or American Indians) out of the way

Math Extension Activity
Use a rubric (such as the one attached) to judge the graphs. Base the accuracy of the information in the graph on the graph below.


1750s Population Comparison
British, French and American Indians
1,600,000
1,400,000
1,200,000
1,000,000
800,000
600,000
400,000
200,000
0
Number of people
British
French
American Indians
Population by group

Oral Presentation Rubric

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS:

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STRATEGY ASSESSMENT

Predicting Graphic Organizer Rubric

	Indicators of Student Thinking	4	3	2	1
Understanding	• *Uses clues from the text to think ahead about what might happen in the text* • *Confirms or revises predictions based on new information in the text*	Clearly makes predictions using clues from the text; elaborates on predictions when new information is gained from the text; makes thorough predictions beyond the surface level of the text	Adequately makes predictions using clues from the text; predictions are consistent with the text and/or schema; makes some revisions when new information is gained from the text	Has difficulty making or revising predictions; may include some ideas unrelated to the text and/or schema	Unable to make or revise predictions from the text
Supporting	• *Uses vocabulary from the text* • *Uses schema* • *Uses text structure, specific details, and/or examples from the text*	Clearly supports predictions with evidence from the text and/or schema; extends thinking beyond the literal level with an insightful explanation	Adequately supports predictions with evidence from the text and/or schema	Partially supports predictions with limited evidence from the text and/or schema; some predictions may be unsubstantiated with evidence	Unable to support predictions with evidence from the text and/or schema
Applying	• *Conveys thinking orally or in print* • *Uses the language of the strategy* • *Integrates other strategies*	Clearly demonstrates application of the strategy to enrich understanding of the text	Adequately demonstrates application of the strategy to aid in understanding the text	Partially demonstrates application of the strategy; uses but confuses the strategy	Does not demonstrate application of the strategy

Score: __/12

Comments:

CCPS Elementary Language Arts Department
2009

Making Line and Bar Graphs

Name _____ Teacher _____ Date _____

1. Graph is neat ____ Lines are straight ____ Labels are legible ____ coloring is neat	**3**	**2**	**1**
2. Graph is complete ____ Whole graph is titled ____ Graph is an effective size ____ Legend (or color coding) is used	**3**	**2**	**1**
3. Horizontal Axis ____ Axis is labeled ____ Units are marked correctly ____ Units are equally spaced ____ Intervals are equal	**3**	**2**	**1**
4. Vertical Axis ____ Axis is labeled ____ Units are marked correctly ____ Units are equally spaced ____ Intervals are equal	**3**	**2**	**1**
5. Graph is Charted Correctly ____ Points are charted correctly ____ Lines or bars are constructed correctly	**3**	**2**	**1**

GRADE SCALE

15pts - 100%
14pts - 93%
13pts - 86%
12pts - 79%
11pts - 72%

10pts - 65%
9pts - 58%