

Diagnostic Assessment for A Colony Is Born

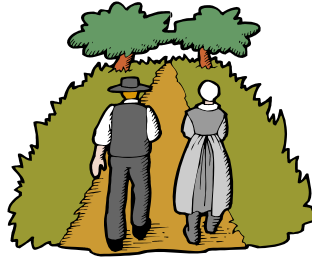


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Assessment Instructions
Who Am I? What Do I Know?
Diagnostic Assessment Constructed Response

Duration: One 40 - 45 minute class period

Standards Assessed:

LA.A.2.2.1, LA.A.2.2.1.5.1, LA.A.2.2.5, LA.A.2.2.5.5.1, SS.A.1.2.2, SS.A.1.2.3, SS.A.1.2.3.5.1, SS.A.4.2.2, SS.A.4.2.2.5.1, SS.A.4.2.2.5.2,

Description of Assessment Activity: The pre-test is a fill-in-the-blank and short response assessment that covers information about Colonial America, primary and secondary sources, constructing a timeline, and reading informational text.

Teacher Directions:

1. Introduce the students to the Unit: A Colony Is Born. Keep the introduction simple to avoid relating new information prior to administration of the pre-test.
2. Help establish validation of this unit by asking students to verbally respond to the following questions: What influenced the early colonists to make the decision to settle in the New World? and What difficulties did they encounter and how were they able to rise above the adversities to secure a strong foundation for our great nation?
3. Tell the students that they will be working cooperatively and independently on projects throughout the unit. They will experience life during Colonial times and become acquainted with significant events of the Colonial period. They will also learn how to gather, categorize, and organize information relating to Colonial America.
4. Prepare the students for the pre-test by explaining that the pre-test will show how much they already know about Colonial America and collecting, categorizing, and organizing information. As students may be unused to taking pre-tests, assure them that they will not know some of the information. If they do not know, try to make an effort to find the correct answer and then move on to the next question.
5. Explain to the students that this is a no stakes test to prevent students from experiencing test stress.
6. Distribute the pre-test. Administration should take 20 - 30 minutes.
7. Ask the students to keep the pre-tests once they finish.

Following the Pre-test:

8. After the students have completed the pre-test, instruct them to put away their pencils.
9. Facilitate a discussion by having the students share any areas of difficulty they experienced, as well as any they found easy to answer. Record their responses on a KWL chart. Allow students to add any additional information they would like to learn about during the study of Colonial America. This should imply validation for this unit of study.
10. Collect the pre-tests.
11. Score the pre-test using the answer key provided. Identify any sections on which the majority of students demonstrated mastery. If any sections have been mastered, review the unit plan's course of instruction and omit any unnecessary instruction.
12. Keep the pre-tests.

At Completion of the Unit:

13. Return the pre-tests to the students at the conclusion of the unit once the post-test has been administered, scored, and recorded for grade assignment purposes. As students compare the pre and post-tests, they will evaluate their growth in knowledge of the skills addressed throughout the course of the unit.

Student Directions:

1. Listen as the teacher introduces and discusses the Unit: A Colony Is Born.
2. Understand that the pre-test is a non-graded assignment. The information gathered from student performance on the pre-test will be used to guide the course of instruction. If you do not know some of the information, that's okay! Answer the ones you know, then move on if you don't know the answer.
3. Take the test.
4. Upon completion, remain seated with your pre-test on your desk.

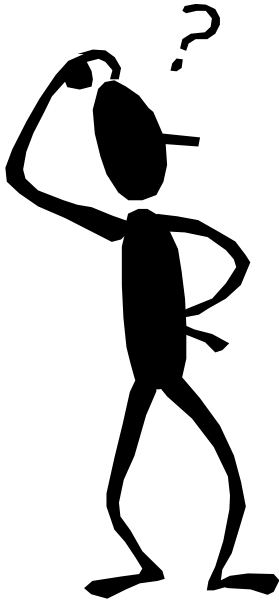
Following the Pre-test:

5. Share areas of the test that you had difficulty answering, as well as any that were easy to answer. Suggest any additional information you would like to learn about Colonial America. Allow the teacher time to record this information on the KWL chart.
6. Do not change any of your answers.
7. Realize the importance of studying events in history, particularly those that influenced the founding of our nation.

Scoring Method & Criteria:

The pre-test is both a diagnostic and formative assessment. The students engage in a short discussion of the test questions to validate the need for this unit of study. The teacher reviews the tests to determine students' prior knowledge before beginning instruction. Score the pre-tests for accuracy, using the pre-test answer key.

A Colony Is Born - Diagnostic Assessment

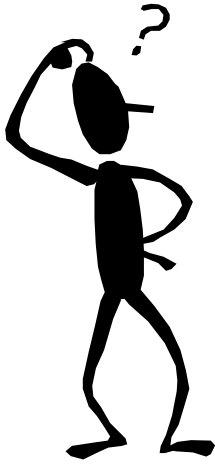


Who Am I? What Do I Know?

1) What is known as the Colonial Time began in the year _____ and ended in the year _____.

2) You are a colonist who has just stepped off the ship from England. You stand on the shore looking at the New World. Describe what you see.

3) You have come to the New World to start a new settlement. As a new colonist, what things do you need to do to survive?



You are a colonist.

4) Why are you in America?

5) How did you get here? What were the conditions of your trip?

6) Life as a colonist is difficult. What are the three biggest problems you have to face? Keep in mind; if you are not able to overcome these problems, you will probably die.

7) Read the story. Answer the question that is below.

Christopher Columbus opened the door of discovery in 1492. One hundred years passed and England was crowded. Most people living there were poor. Some did not like the king telling them how to worship. The people were looking for a way to solve these problems. Starting new colonies was an answer. Some of the people started colonies because they wanted the land. They wanted to grow cash crops to sell to England. Others were hoping to find gold. Some did not like being told how they could worship. They came to America to worship God as they pleased. England wanted new colonies, too. It gave them more power and control in the New World. There were many reasons for starting colonies in the New World.

Name three reasons for coming to the New World?

A.

B.

C.

Key

8) You are the leader for a ship of colonists. Follow the directions to make a map of the time.

- A. Color the edge of England green.
- B. Color what was called the 'New World' red.
- C. Place a blue dot where the settlement of Jamestown was founded.
- D. Place a yellow dot where the colony of Plymouth was founded.
- E. Make a key for your map in the box.

9) You are reading about Jamestown. What do you learn from a primary source that is not the same as from a secondary source?

10) Read the story. Look for the main things that took place in America. Make a timeline to show them in the order they took place.

Christopher Columbus wanted to find a new way to get to Asia for Spain. In 1492 he reached the new land. The door of discovery was opened. With the news of what he found, others wanted to see for themselves. Amerigo Vespucci was one of these people. In 1499, he said that it was a 'New World' and not Asia as Columbus had thought. The New World was named America in 1507 after this famous man. It was 100 years later, in 1607, which the first people came to stay. They made the first colony called Jamestown. Jamestown was started with 105 colonists. The next main thing was in the year 1620. The Pilgrims made the colony of Plymouth. By 1750 there were thirteen new colonies. This is when the French and Indians fought the English for the land. It was called the French and Indian War. It ended in 1763 with the English beating the French and Indians.

Make a timeline below:



Hooray!
You finished!



A Colony Is Born - Diagnostic Assessment

Who Am I?

What Do I Know?

Answer key

1) The Colonial time period began in the year **1492** and ended in the year **1763**. (SS.A.1.2.3)

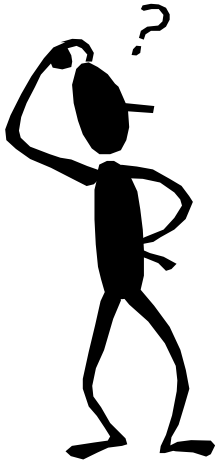
2) You are a colonist who has just stepped off the ship from England. You stand on the shore looking at the New World. Describe what you see. (SSA 42252)

The main idea that you want students to portray here is that there were not populated beaches, tourist attractions, roads, or flashing neon signs. There was no Wal-Mart to buy needed supplies or groceries. No, not even a corner store. What they have, is what they've got to work with. No chain saws with gasoline engines, just an ax. They need to visualize "nothingness." Empty beaches, thick, dense woods, and no one around, unless, of course, an Indian shows himself through the twisted palms and branches.

3) You have come to the New World to start a new settlement. As a new colonist, what things do you need to do to survive? (SSA 42252)

Food and fresh water supply
Shelter and clothing
Safety issues
Build good relationships with the Indians
Create laws and rules

These are the suggested answers. Students may come up with others that will be more specific. For example, they might list planting food or catching fish or game. You can have them justify their suggestions through explanation, but probably any ideas they have will ultimately fall under one of these listed.



You are a colonist.

4) Why are you in America? (SSA 422, SSA 42251)

The three main reasons for colonists coming to the New World were freedom of religion, the need for having more money than they did in England, and the power and income for England that colonies in the New World would bring. Simply stated, God, gold, and glory.

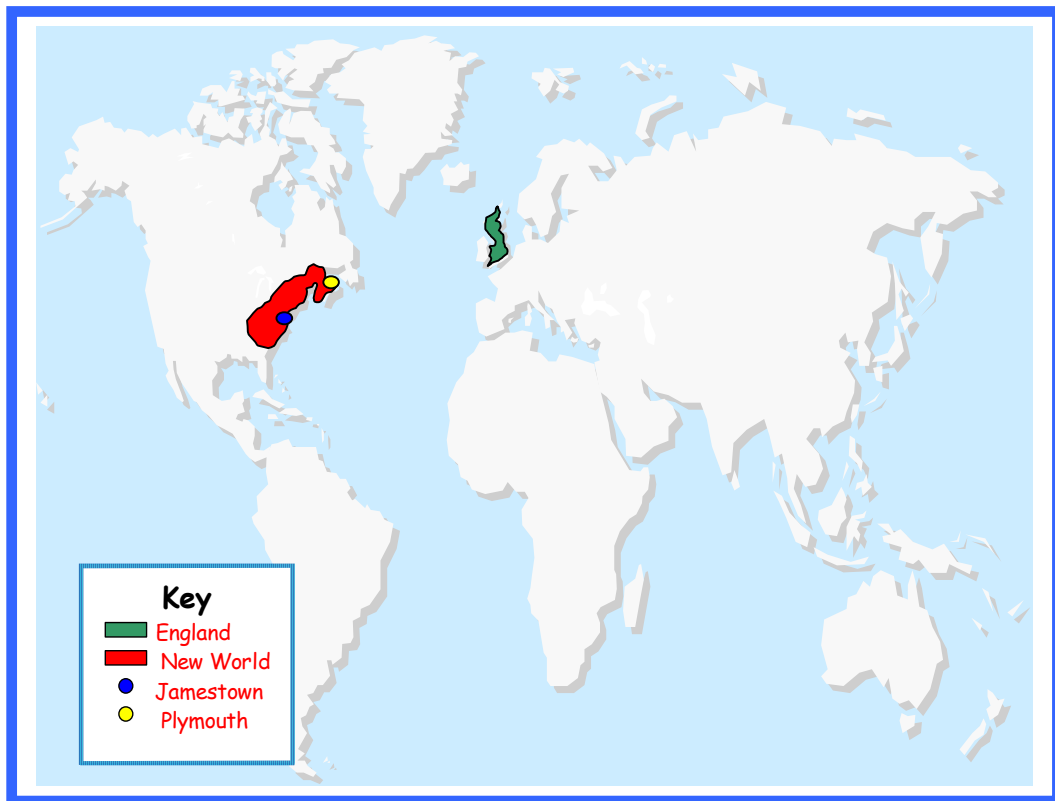
5) How did you get here? What were the conditions of the trip? (SSA 42251, SSA 42252) Travel was by crude sailing vessels, as the *Mayflower*, and everyday life on board was cruel. Disease, filth, food, and water supply were limited, and living quarters were commune type with little privacy. Life for you as a colonist is difficult.

6) Life as a colonist is difficult. What are the three biggest problems you have to face? Keep in mind; if you are not able to overcome these problems, you will probably die. (SSA 42252) Disease, starvation, and Indian attack were the three main causes of death among the settlers.

7) Name three reasons for coming to the New World? (SSA 122, SSA 42251, SSA 42252, LAA 221, LAA 22151)

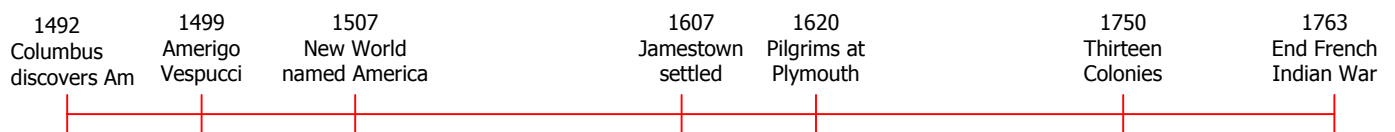
- A. Land ownership
- B. Gold and riches
- C. Freedom from overcrowded towns and poverty
- D. Freedom to worship as they wished, not to be under the order of the King as to how they would worship
- E. Power for England

8) You are the leader for a ship of colonists. Follow the directions to make a map of the time. (SSA 42251, SSA 42252)



9) You are reading about Jamestown. What do you learn from a primary source that is not the same as from a secondary source? (SSA 122, SSA 12251) *Answers will vary, but must indicate that a primary source is written by someone who was there during the time period or event, and that there is more personal insight and opinion. The secondary source may be more comprehensive, but it is only an accounting of the time period or event and has no actual insight.*

10) Read the story. Look for the main things that took place in America. Make a timeline to show them in the order they took place. (SSA 123, SSA 12351, LAA 221, LAA 22151, LAA 225)



Hooray! You finished!

