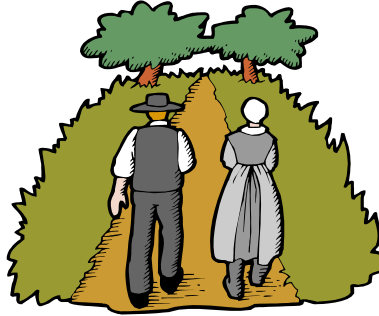


# Summative Assessment A Regional Presentations for A Colony Is Born



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**Regional Presentations**  
Summative Assessment A  
Performance and Constructed Response

Duration: 5 Days

Standards Assessed:

Goal 3 Standard 1: Information Managers

Goal 3 Standard 6: Resource Managers

Goal 3 Standard 8: Cooperative Workers

**Description of Assessment Activity:** The purpose of the Regional Presentations is to give students the opportunity to practice Cooperative Worker skills, as well as to relate information about Colonial America. Students will be presenting more detailed information about selected aspects of everyday life in a specific region of Colonial America than was previously presented by the teacher. This information will later be summatively assessed on the post-test. Each student is required to understand and perform assigned role(s) responsibly, to locate sources and record appropriate information for this particular task, to organize task according to time limitations, and to identify and acquire resources necessary for the task. Students' skills as Cooperative Workers will be summatively assessed at the conclusion of their group's regional presentation.

**Teacher Directions:**

On Day 6 of the Unit:

1. Instruct students to assemble in their regional research groups.
2. Assign a student in each group to serve as the leader (for organizational purposes).
3. Give a copy of the Introduction Page of the Regional Presentation Guide to each group leader.
4. Distribute a copy of pages 1 - 7 of the Regional Presentation Guide to each student.
5. Tell students to insert this guide in the Region of Focus section of their Colonial Notebook.
6. Explain that the purpose of the Presentation Guide is to help the students focus on information that will be used later on the created response summative assessment.
7. Specifically highlight the Cooperative Workers section, pages 1 and 2.
8. Allow the groups time to meet and to begin discussing the initial planning of their presentations.

During the next several days of regional group preparation:

9. Remind the students to consult their Presentation Guides to insure the group is meeting the presentation requirements.

10. In addition, remind the students about their individual responsibilities as cooperative workers (pages 1 and 2).
11. Allow each group time to meet, research, discuss, and plan for their presentation.
12. Formatively assess by observing and consulting as needed while research groups work collaboratively to prepare for their presentations.
13. Ask the group leader to hand in the Introduction Page of the Presentation Guide.

The day of the Regional Presentation:

14. Invite the presenting group to gather and take a few minutes to organize and prepare to present.
15. Remind the students who are not presenting to turn to the Noteworthy Information section of their Colonial Notebook and prepare to take notes using the forms that have been distributed.
16. Prepare to assess by having ready the Assessment Guide for Group Presentations (1 per group), and the Summative Assessment of Students as Cooperative Workers (1 per student)
17. Invite the presenting group to come to the front of the room or designated area and begin their presentation.
18. Check for criteria of group presentations by using the assessment guides for group presentations and students as cooperative workers.

At the conclusion of each Regional Presentation day:

19. Collect the presenting groups Colonial Notebooks.
20. Check the Region of Focus section in each notebook for a completed Presentation Guide and a list of sources used for research (see page 1 of presentation guide).
21. Complete the Summative Assessment of Students as Cooperative Workers by checking for the required criteria using students' Colonial Notebook, information recorded on the group's Introductory Page, any notes you took about students' participation in the oral delivery of information during the group's presentation, and the Summative Assessment of Students as Cooperative Workers record.
22. Record students' scores and return the Colonial Notebooks to students before the next group presents. They need their notebooks for note taking during the subsequent presentations.
23. Repeat this process for the subsequent Regional Presentation days.

## **Student Directions:**

### On Day 7 of the Unit:

1. Take your Colonial Notebook and gather with your regional research group.
2. As your teacher distributes to everyone a copy of the Regional Presentation Guide, place your copy in the Region of Focus section of your Colonial Notebook.
3. Listen carefully as the teacher explains about the Regional Presentation Guide and the criteria being assessed with regards to cooperative worker skills.
4. Meet with your research group to begin planning for your group presentation.
5. Ask any questions or voice any concerns during the follow-up session with the teacher after the regional groups have had time to meet.

### During the next several days of regional group preparation:

6. Consult your Presentation Guide to insure that you and your group are meeting presentation requirements.
7. Additionally, review your responsibilities as a cooperative worker (pages 1 and 2 of the Presentation Guide).
8. Meet with your group to research, discuss, and plan for your presentation.

### The day of your group's presentation:

9. Gather with the members of your group to prepare for your presentation.
10. If you are not a member of the presenting group, prepare to take notes on the Note Taking Guide in the Noteworthy section of your Colonial Notebook.

Scoring Method & Criteria: Students as Cooperative Workers are assessed summatively on the day of their group's presentation using the Summative Assessment of Students as Cooperative Workers checklist. In addition, the Presentation Guide and Note Taking Guide will be included as components of the summative assessment of the Colonial Notebooks.

Family Life and Customs of Regional Colonial America  
Assessment Guide for Group Presentations

Use a √ to indicate criteria status.

Region: \_\_\_\_\_ Group Members: \_\_\_\_\_

Presentation of Information

The group...	yes	no	comments
Correctly identified the colonies that make up the region			
Explained why the colonists of this region left England in the first place			
Stated at least two customs characteristic of the colonists in this region			
Described a typical home of this region in detail			
Described clothing characteristic of this region			
Gave examples of entertainment common to this region			
Explained the religious beliefs of colonists of this region and supported with <u>at least</u> two details			
Explained importance of education to the colonists of this region stating <u>at least</u> one specific detail			
Gave examples of occupations common in this region			
Explained the importance of the family unit and supported with evidence			
Explained the relationship between the colonists and American Indians and stated <u>at least</u> one reason why			
Explained attitude of community concerning outsiders			

Meal Presentation

The group...	yes	no	comments
Explained the colonists' attitude toward food and eating and what shaped this attitude			
Explained how colonists of this region prepared food			
Named several types of food common to this region			
Stated an interesting belief about food or eating held by colonists of this region			

Township Layout

The group...	yes	no	comments
Presented an accurate visual layout of a township common to this region			
Explained the visual layout using specific details that describe the types of homes common to that region and physical proximity			

## Summative Assessment of Students as Cooperative Workers

Name: \_\_\_\_\_ Date of Presentation: \_\_\_\_\_

The student understood and performed assigned role(s) responsibly.		
The student...	✓	Rationale
- selected/accepted equal portion of required material on the Presentation Guide	✓	- Student indicated acceptance of task by initialing in the appropriate column on page 1 of Presentation Guide
- gathered information from sources	✓	- List of sources used is provided and placed in the Region of Focus section of student's Colonial Notebook
- recorded information on group's Presentation Guide	✓	- Presentation Guide is completed and inserted in Region of Focus section of Colonial Notebook
- reported on information during group's regional presentation	✓	- Student participated in the oral delivery of the group's regional presentation

✓ indicates requirement of criteria is acceptable.

Each ✓ is worth 1 point.

### Grading Scale

# of points received	Grade
4	A
3	B
2	C
1	D
0	F

Total number of points earned: \_\_\_\_\_

Regional Presentation  
Cooperative Worker Responsibilities

Name: \_\_\_\_\_ Region: \_\_\_\_\_

List the information about this region that you are responsible for researching, recording, and reporting on during your group's region presentation. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

List each source you used to gather your information. Label each source primary or secondary.

_____	_____
_____	_____
_____	_____
_____	_____

As a cooperative member of your group, you are responsible for helping your group prepare for and present information about your assigned region of Colonial America. Your grade as a Cooperative Worker is based on the following criteria:

The student understood and performed assigned role(s) responsibly.		
The student...	✓	Rationale
- selected/accepted equal portion of required material on the Presentation Guide		- Student indicated acceptance of task by initialing in the appropriate column on page 1 of Presentation Guide
- gathered information from sources		- List of sources used is provided and can be located in the Region of Focus section of student's Colonial Notebook
- recorded information on group's Presentation Guide		- Presentation Guide is completed and inserted in Region of Focus section of Colonial Notebook
- reported on information during group's regional presentation		- Student participated in the oral delivery of the group's regional presentation

✓ indicates requirement of criteria is acceptable.  
Each ✓ is worth 1 point.

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