

Summative Assessment C Colonial Notebook for A Colony Is Born

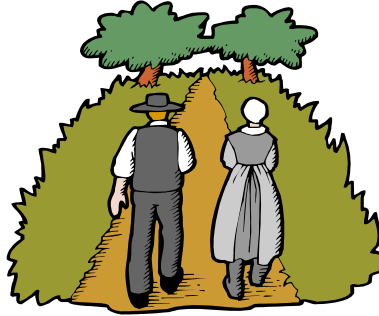


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A Colony Is Born Notebook

Summative Assessment

Constructed Response

Duration: 13 Days

Standards Assessed:

LA.A.2.2.5, LA.A.2.2.5.5.1

Goal 3 Standard 1: Information Managers

Goal 3 Standard 6: Resource Managers

Description of Assessment Activity: Throughout the duration of the unit, students collect information from a variety of resources, both print and non-print, about Colonial America. Students manage this information by organizing a notebook with pre-established required sections. The students, during the course of the unit, will insert the information in the notebook. The teacher, at the completion of the unit, will collect the notebook and its contents. This is a summative assessment activity. A checklist of criteria for this assessment activity is attached.

Teacher Directions:

1. Explain the purpose of the notebooks to students. Help students set up their notebooks and label the required sections (1. Sources, 2. Timeline, 3. Noteworthy Information, 4. Region of Focus, 5. Journal Entries).
2. Share the criteria checklist with the students and discuss the expectations of the finished product (Table of Contents and Checklist for Resource and Information Managers).
3. Remind students throughout the duration of the unit that they are responsible for including relevant information within each section.

Upon Completion of the unit:

4. Collect the students' notebooks after completion of the post-test and check for inclusion of pre-established criteria.
5. Return the notebooks once assessment of information is complete.

Student Directions:

1. Listen as the teacher explains the purpose of the notebooks and set up your notebook as directed.
2. Throughout the duration of the unit, be sure to record and insert information in the appropriate section of the notebook.
3. Check your Criteria Checklist daily to stay on track with the requirements.
4. Do not allow anyone other than yourself to record or insert information into your notebook.
5. Use the notebook with your Post-Test.
6. At the end of the unit, turn your notebook in to the teacher for assessment.

Scoring Method & Criteria: The content of the notebook is a summative assessment. The Criteria Checklist will serve as the scoring method.

A Colony Is Born



A Colony Is Born
Colonial Notebook
Table of Contents

I. Sources

- Characteristics of Primary/Secondary Sources T-Chart
- Venn Diagram
- What's the Difference? Narrative Response Sheet
- Primarily Speaking Learning Center Activity Sheet
- What Worked Well? Response Sheet
- Defend Thyself Response Sheet
- \$64,000 Question Response Sheet

II. Timelines

- Copy of the Narrative Timeline from the Web site (1492 - 1607)
- Copy of short passages on the three explorers
- Working Timeline (1492 - 1763)

III. Noteworthy Information

- Map of North America - Where In The World?
- Why did the colonists leave England for the New World? Graphic Organizer
- Text (teacher selected and distributed)
- What Worked Well? Graphic Organizer with a copy of related text given to you by the teacher
- Note-taking Guides for Regional Presentations (2 copies)

IV. Region of Focus

- Who I Am...Where I'm Going Informational Sheet with Identity Card
- Historical Facts Guide
- Regional Presentation Guide

V. Journal Entries

- Entry Characteristics
- Journal Rubric
- Rubric Expectations
- 3 Rated/Scored Sample Journal Entries
- Copy of Group Created Journal Entry
- 4 Daily Journal Entries





Checklist of Notebook Contents

Goal 3 - Information Managers

<u>I. Sources</u>	<u>Included</u>	<u>Complete</u>	<u># of Points</u>
Characteristics of Primary/Secondary Sources T-Chart			
Venn Diagram			
What's the Difference? Narrative Response Sheet			
Primarily Speaking Learning Center Activity Sheet			
What Worked Well? Response Sheet			
Defend Thy Self Response Sheet			
\$64,000 Question Response Sheet			
<u>II. Timelines</u>	<u>Included</u>	<u>Complete</u>	<u># of Points</u>
Copy of Narrative Timeline from Web site (1492-1607)		N/A	
Copy of the short passages on the three explorers		N/A	
Working Timeline (1492 - 1763)			
<u>III. Noteworthy Information</u>	<u>Included</u>	<u>Complete</u>	<u># of Points</u>
Map of North America - Where In The World?			
Why did the colonists leave England for the New World? Graphic Organizer			
Text (selected and distributed by the teacher)		N/A	
What Worked Well? Graphic Organizer with related text			
Noteworthy Guide for Regional Presentation			
Noteworthy Guide for Regional Presentation			
<u>IV. Region of Focus</u>	<u>Included</u>	<u>Complete</u>	<u># of Points</u>
Who I Am...Where I'm Going Informational Sheet with Identity Card			
Historical Facts Guide			
Regional Presentation Guide			
<u>V. Journal Entries</u>	<u>Included</u>	<u>Complete</u>	<u># of Points</u>
Entry Characteristics		N/A	
Journal Rubric		N/A	
Rubric Expectations		N/A	
3 Rated/Scored Sample Journal Entries			
Copy of Group Created Journal Entry			
#1 Daily Journal Entry			
#2 Daily Journal Entry			
#3 Daily Journal Entry			
#4 Daily Journal Entry			

✓ in the appropriate column. Each ✓ is worth 2 points.

Total: _____
Grade: _____